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ABSTRACT

This annotated bibliography is a selected listing of resource material for three specific areas of 4-H volunteerism: (1) volunteers serving as middle managers; (2) volunteers serving on a board, advisory group, or committee; and (3) youth volunteers. The bibliography is divided into these three categories. The material is subdivided under each heading into general divisions: literature (books, pamphlets, manuals, research papers, journal articles), training material, and resource persons. Each section is preceded by a matrix of highly recommended resources with those selections classified as to applicability. The individual entries are in alphabetical order by author and follow the American Psychological Association style. (The bibliography was compiled by a committee through extensive searches in literature, databases, and inquiries of persons knowledgeable in the fields of 4-H and/or volunteerism.) (KC)

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An Annotated Bibliography-Volunteerism

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AN ANNOTATED BIBLIOGRAPHY OF VOLUNTEERISM

This is a selected bibliography in three areas (boards and committees, middle management and youth) of volunteerism. It is not meant to be a complete or comprehensive bibliography.

This bibliography was compiled by the Mississippi Cooperative Extension Service through the Department of Agricultural and Extension Education at Mississippi State University. This project was made possible by a grant through the National 4-H Council from the W. K. Kellogg Foundation, Battle Creek, Michigan.

Project Staff:

Dr. Danny L. Cheatham, Project Director
Ms. Jacqueline F. Tisdale, Project Technician
Mr. David E. Lawver, Graduate Assistant
Mr. Kenneth B. Dorris, Graduate Assistant
Mr. W. Kirk Smith, Graduate Assistant

Acknowledgments

This project could not have been completed without the help of many individuals. The efforts of members of various state 4-H staffs around the United States who gave generously of their time in identifying useful internal volunteer material are certainly appreciated. A great number of professionals in the private sector willingly offered their expertise in developing the external listings, and we are grateful.

Gratitude for the initial impetus is expressed to consultants Dr. Milton Boyce, Dr. Bill Conrad, Dr. Jean Crane, Dr. Del Dyer, Dr. Charles Sappington, and Dr. Barbara Stone.

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TABLE OF CONTENTS

ACKNOWLEDGMENTS. ii

DEVELOPMENT OF BIBLIOGRAPHY. iv

BOARDS AND COMMITTEES. 1
    Matrix. .2
    Literature. 6
    Training Material 21
    Resource Persons. 26

MIDDLE MANAGEMENT. 28
    Matrix. 29
    Literature. 34
    Training Materials. 71
    Resource Persons. 88

YOUTH. 91
    Matrix. 92
    Literature. 95
    Training Material 109
    Resource Persons. 116

PUBLICATIONS AND RESOURCE GROUPS 120
    Publications. 121
    Resource Groups 123

APPENDIX 128
    Cover Letter, 1862. 129
    Cover Letter, 1890. 130
    Survey Instrument 131

DEVELOPMENT OF BIBLIOGRAPHY

Introduction

This annotated bibliography is a selected listing of resource material for three specific areas of 4-H volunteerism: (1) volunteers serving as middle managers; (2) volunteers serving on a board, advisory group or committee; and (3) volunteers who are youth. The bibliography is separated into these categories. The material is subdivided under each heading into general divisions: literature (books, pamphlets, manuals, research papers, journal articles); training material; and resource persons. Resource persons are specific to each category, while resource organizations may be appropriate for all three categories.

Preparation

To begin this undertaking, the project staff first set up a general plan of action for successfully completing the task of compiling a listing of helpful resources in the limited time allowed. Only three and one-half months were available for this assignment. The first priority was to bring together a group of nationally prominent consultants who would assist in developing a strategy for completing the project. These individuals were as follows:

Dr. Del Dyer, Center for Volunteer Development, VPI & SU
Dr. Bill Conrad, Center for Creative Management, Downers Grove, IL
Dr. Barbara Stone, Interdisciplinary Studies, Texas A&M University
Dr. Milton Boyce, Assistant Deputy Administrator, 4-H, ES-USDA
Dr. Charles Sappington, State 4-H Leader, Mississippi Cooperative Extension Service
Dr. Jean Crane, District Program Leader, 4-H, Mississippi Cooperative Extension Service
Dr. Jasper S. Lee, Head, Department of Agricultural and Extension Education, Mississippi State University

Their knowledge and expertise were useful in identifying sources of information from both people and organizations. They recommended a two-prong approach for collecting information. A survey was suggested for collecting information within the Cooperative Extension Service. Telephone calls and personal contacts were suggested for securing information outside the Cooperative Extension

Service. At the initial meeting with the consultants several important things were accomplished:

(1) the survey instrument was drafted;
(2) the survey audience was identified;
(3) key words and databases for searches were identified;
(4) criteria for selecting materials for inclusion were identified; and
(5) external resource organizations, libraries, and knowledgeable individuals in volunteerism were suggested.

The consultants also recommended that a matrix consisting of ten to twenty of the most useful sources be singled out and precede each of the three categories. It was felt that the matrices would identify the most useful sources for initial review.

After the brainstorming sessions were completed, the work began. Surveys were mailed nationwide to fifty State 4-H Staff voluntary contact persons asking only for recommended, successfully used materials in the three areas addressed. After telephone calls to non-respondents, a return rate of approximately seventy percent was received. The materials and suggestions received were tremendous in the areas of Middle Management and Boards and Committees, but quite limited in the Youth area. Staff Development Personnel, 1890 Personnel and Home Economics State Staff were also sent surveys with very minimal response.

Numerous telephone calls to external professionals in the field of volunteerism yielded abundant entries again in Middle Management and Boards and Committees and very little in the Youth area. Practically without exception each call produced yet another resource to be tapped. The more calls made, the more to be made.

To insure the inclusion of significant research, seven databases were searched. Those data bases are as follows:

Educational Resource Information Center (ERIC)
AGRICOLA
Dissertation Abstracts International
Social Works Abstracts
Nursing and Allied Health
Medline
National Criminal Justice Resource Service (NCJRS)

Through interlibrary loan many of these entries were reviewed firsthand. The card catalog at the Mitchell Memorial Library on the campus of Missisisppi State University was also searched and produced additional entries.

As time permitted, original sources were reviewed. Some reliance on abstracts by other individuals and searches of selective annotated bibliographies in the volunteerism area were conducted. As the project progressed it became apparent that some material was recognized and recommended nationwide. In most cases these entries are deemed the "best of the best" and included in the matrices preceding each section.

In addition to some material appearing repeatedly, certain locations housing large amounts of material on volunteerism were again and again named as top sources of information. A few locations were deemed too important or extensive to limit to letter or telephone contact. As a result, project staff visited in person the National 4-H Council Library and VOLUNTEER-The National Center, both in Washington, D.C. and the Center for Volunteer Development at Virginia Polytechnic Institute and State University at Blacksburg, VA. Resources of the Minnesota Office on Volunteer Services and the Voluntary Action Resource Centre in Vancouver, BC, Canada, were reviewed through the consulting services of their respective staff. Through these contacts many entries were obtained and others confirmed by reviewing original sources.

After three months of searching, procuring, reviewing, and annotating, a lengthy document was produced. Since our charge was to produce a selected listing, some editing and deleting has been necessary to pare the document down to a useful, workable, quality product. After the project staff completed that process, additional knowledgeable professional opinions regarding the document were sought. The final draft copy was submitted to Dr. Milton Boyce (ES-USDA, 4-H); Dr. Steve Mullen (ES-USDA, 4-H); and Dr. Harriet Kipps, (notable authority in the area of volunteerism), to fill possible voids and delete any entries that were not applicable. After this review the staff edited the copy and the final product was complete. Due to the limitations of the computer program used, some errors in spacing and some sentence fragments were necessary. The staff recognizes and regrets this shortcoming. A copy of the annotated bibliography is provided each of the twelve states involved in the Kellogg 4-H volunteer paticipation project.

Final Product

As indicated in the Table of Contents, the bibliography consists of three sections. In each section the entries are subdivided into three categories: Literature, Training Material and Resource People. Each section is preceded by a matrix of highly recommended resources with those selections classified as to applicability. These matrices should act as a starting point for the user and not as the sole source. The individual entries are in alphabetical order by author and follow the American Psychological Association style.

The number of entries is more than adequate in the areas of middle management and boards and committees. The youth category is limited and the project staff had a difficult time in locating quality entries in this area. Many of the concepts identified for working with adult volunteers found in those entries under middle management and boards and committees are also applicable for working with youth. It is suggested that those states interested in the "youth serving as volunteers" category, also pay particular attention to those entries found in the middle management and boards and committees categories. The shortage of entries for the youth category may indicate the need for more research and materials to be developed to support this important area.

This document is a selected listing and not meant to be comprehensive. In your developmental processes other resources may be identified. These should be noted for inclusion at a later date.

BOARDS AND COMMITTEES

VOLUNTEERS SERVING ON A BOARD, ADVISORY GROUP OR COMMITTEE

	Management Framework	Staff/Board Roles	Board/Staff Relationship	Policy	Legal	Evaluation	Executive/ Staff Relationships	Member Process	Committee Structure	Board Meetings
The Art of Board Membership AUTHOR: Sorenson		X	X	X			X	X	X	X
Citizens Board at Work AUTHOR: Trecker		X	X	X		X	X	X	X	X
The Board of Directors Nonprofit Organizations AUTHOR: Mathiasen		X	X				X	X	X	X
Developing Effective Boards, Councils, and Commissions AUTHOR: Dyer & Williams	X	X		X						
Skills for Leadership, Working with Volunteers AUTHOR: Morrison		X			X				X	X

VOLUNTEERS SERVING ON A BOARD, ADVISORY GROUP OR COMMITTEE

	Management Framework	Staff/Board Roles	Board/Staff Relationship	Policy	Legal	Evaluation	Executive/ Staff Relationships	Member Process	Committee Structure	Board Meetings
The Determinative Team--A Handbook for Board Members AUTHOR: Swanson		X		X					X	X
The Chairperson and the Advisory Council AUTHOR: Swanson	X	X	X			X			X	X
Board Member Trustee Handbook AUTHOR: Public Management Institute			X			X		X	X	X
Managing Nonprofit Agencies for Results AUTHOR: Hennessey						X				X
Effective County 4-H Councils, A Guide to Organization & Function AUTHOR: Jeffiers	X							X	X	X

VOLUNTEERS SERVING ON A BOARD, ADVISORY GROUP OR COMMITTEE

	Management Framework	Staff/Board Roles	Board/Staff Relationship	Policy	Legal	Evaluation	Executive/ Staff Relationships	Member Process	Committee Structure	Board Meetings
The Effective Voluntary Board of Directors AUTHOR: Conrad & Glenn	X	X	X	X	X		X	X	X	X
The Effective Board AUTHOR: Houle	X	X	X	X		X	X	X	X	
Advisory Councils--A Theoretical and Practical Guide for Prog. Planners AUTHOR: Cole & Cole	X	X		X	X	X		X	X	X
The Nonprofit Board Book--Strategies for Organizational Success AUTHOR: ICC		X	X		X				X	X
The Board Members's Handbook AUTHOR: O'Connell		X	X			X	X		X	X

VOLUNTEERS SERVING ON A BOARD, ADVISORY GROUP OR COMMITTEE

	Management Framework	Staff/Board Roles	Board/Staff Relationship	Policy	Legal	Evaluation	Executive/ Staff Relationships	Member Process	Committee Structure	Board Meetings
Extension Advisory Councils A Handbook for County Extension Agents AUTHOR: Sharpe		X						X	X	X
Organizational Development A Guide for Training Boards and Staffs of Organizations and Agencies AUTHOR: Department of Regional and Community Affairs, University of Missouri		X	X							X

BOARDS AND COMMITTEES - LITERATURE

Ackers, P. A. (1983-1984, Winter). The nominating committee: Essential to the organization. The Journal of Volunteer Administration, 29-33.

A detailed description of the responsibilities of the nominating committee. Instruction is given beginning with the selection procedure for a nominating committee. A complete description and explanation of research, planning, recruitment, and ballot production is included.

Allender, D. S. & Allender, R. (1982). Board member orientation. Big Brothers/Big Sisters of America, Inc., Philadelphia, PA.

An agenda and outline for conducting a board orientation program. Sections deal specifically with the Big Brother/Big Sisters of America, Inc.; but some information is provided in the areas of board member responsibilities, liabilities of board members, rights of board members, and board member job descriptions.

Allender, D. S. & Allender, R. (1982). I am a member of the board, Volume 1 and 2. Big Brothers/Big Sisters of America, Inc., Philadelphia, PA.

Volumes 1 and 2 contain over 300 pages of models, guidelines and specific recommendations concerning topics such as fundraising, recruitment, public relations, planning, programs, personnel and evaluation. It can be used by individuals or small groups or committees. Problem solving strategies are stressed.

American Association of Community and Junior Colleges. (1980). Building better boards. Washington, DC: Author.

Funded by a Kellogg Foundation grant, the Building Better Boards program offers training for boards and advisory councils nationwide through local community, and junior colleges.

Anthes, E., Cronin, J., & Jackson, M. (Eds.). (1985). The nonprofit board book: Strategies for organizational success, (rev. ed.). West Memphis and Hampton, AR: Independent Community Consultants.

This book covers topics of: overview of board role; organizing the board; the tasks and essential concerns of the board. Contains chapters: Questions for Thinking Board Members, Board Powers, Holding Productive Meetings, Relationships, Recruitment, Managing Finances, Fund Raising, Public Relations, and more.

Biagi, B. (1978). Working together; A manual to help groups work more effectively. Amherst, MA: Citizen Involvement Training Program, University of Massachusetts.

A manual for citizen boards to provide for group development and team building. In this manual group process theories are translated into plain English. Help in overcoming communication blocks; information on facilitating meetings; and guidelines for observing the group's processes are offered. This is a step-by-step, do-it-yourself manual.

Blake, B. F., Beach, B., & Hopkins, O. (1976, January/February). Helping committee members become more active. Journal of Extension.

This article suggests ways in which several key ideas, that emerge from empirical research in the social sciences, can be used to help member participation. First, the term "participation in committees" is defined. Next, a number of circumstances are identified when help to the committee may be particularly beneficial. Then, five approaches to facilitating member participation are described.

Blanchard, D. H. (1982, Fall). An exploration of past presidents within volunteer organizations. The Journal of Volunteer Administration, 26-30.

The results of a survey to determine the use of skill and expertise of past presidents within an organization are presented. The survey indicated two major positions regarding utilization of past presidents: (1) some organizations have a placement procedure for past presidents in their by-laws; and (2) past presidents are not encouraged by the structure to continue serving the organization. Insight is given into other options that could allow past presidents to serve the group in a useful capacity.

Caparosa, C. A. (1984). *Building better boards for community organizations: Third year final report, March 1, 1981-June 30, 1984*. Washington, DC: American Assoc. of Community & Jr Colleges. (ERIC ED 247 979)

This report includes a discussion on the organizational and community role of individuals serving on boards.

Chapman, T., Lai, M. & Steinbock, E. (1984). *Am I covered*? San Jose, CA: Consortium for Human Services.

This book provides managers and administrators with basic information about insurance for nonprofits, including liability, workers' compensation, property and volunteer insurance as well as fidelity bonds and money coverages. It also discusses insurance program administration and insurance maintenance. Each chapter outlines why particular types of insurance are needed, what the insurance covers, what limits are necessary, how premiums are calculated and where the insurance can be purchased.

Cochran, L. H., Cochran, L. L., & Phelps, L. A. (1980). *Advisory committees in Action*. Boston: Allyn and Bacon.

This book offers specific, effective techniques and strategies for developing, managing, maintaining, and participating in responsive, action-oriented advisory committees. It is based on the premise that before advisory committees will be used effectively, educational personnel need to understand the nature and function of advisory committees, to develop basic skills in using advisory committees, and to have real examples and illustrations that may be adapted for advisory committee action.

Cole, J. M. (1980). Developing effective advisory councils. *Journal of Extension*, 18, 9-13.

A model advisory council is presented utilizing structural knowledge, programming skills and growth process skills. This would be useful in training advisory council members as well as in improving the effectivness of Extension programs.

Cole, J. M. & Cole, M. F. (1983). Advisory Councils: A theoretical and practical guide for program planners. Englewood Cliffs, NJ: Prentice-Hall.

This book is a comprehensive approach to training persons to utilize advisory groups in program development. The content focuses on the concepts, theories, structural components, citizens involvement and models of a successful advisory council. Examples and illustrations are drawn from the Cooperative Extension Service.

Conners, T. D. (1980). The non profit organization handbook. New York: McGraw-Hill.

A practical guide for successful management in non-profit organizations. Offers the advice of more than twenty-five experts on planning and developing major areas of management: organization and corporate principles; leadership; human resource management; revenue sources; public relations; and financial management.

Conrad, W. R., & Glenn, W. E. (1983). The effective voluntary board of directors. Athens, OH: Swallow Press.

This book describes what boards are and how they work. It presents many charts and procedures that have passed the test of exposure and implementation. All are the result of selective evaluation. Each of the 15 chapters contain information essential to board volunteers who wish to serve on an Effective board.

Cronin, J., & McAdam, T. (1985). The nonprofit management bibliography. Nonprofit Management Association.

This book covers the topics of: board role; organization of the board; and tasks and essential concerns of the board. There are chapters on: questions for thinking board members, board powers, holding productive meetings, relationships, recruitment, managing finances, fund raising, public relations, and more.

Dale, D.; Magnani, D. & Miller, R. (1979). Beyond experts: A guide for citizen group training. Citizen Involvement Training Program, University of Massachusetts, Amherst, MA.

This manual explains the importance of training the group and the role of the trainer-coordinator in the group. It includes a step-by-step sequence for planning and implementing training activities. Guides, options and exercises are offered for development of training projects. An annotated bibliography is also included.

Drulan, G. (1978). Community groups: Keeping them alive and well. Keys to community involvement series: 1. Arlington, VA: National School Public Relations Association.

For maintaining the enthusiam and interest of volunteer groups. Intended as help for group leaders and members to strengthen their group process skills, to increase cooperation of members and to aid in planning and carrying out projects.

Embra, S. (ND). Board development. Vancouver, BC: Adult Day Care Center of Vancouver.

A useful outline of the effective functioning board of directors, this booklet is clearly written and sufficiently detailed to interest both the novice and the veteran board member. It includes recruiting techniques, tips on group dynamics, and methods of evaluation.

Fry, J. P. (1979). Committee leadership: Group problem-solving and conflict resolution. (Learning and Evaluation Service, Michigan State University, East Lansing, MI).

Aids the chairperson in developing more effective meetings. It includes agenda preparation and room arrangement, management hints to avoid negative results, and methods to solve conflicts and aid in decision making. Illustrations of meeting problems and their solutions are also offerred.

Gardner, J. W. (1964). Self renewal: The individual and innovative society. New York: Harper and Row.

A book designed to help readers understand the causes of organizational decay and why we ought to be doing something about it. More "why" than "how-to." This is a classic.

Girl Scouts of America. (ND). A board's eye view of planning. New York, NY: Author.

A schematic outline of board management written in simple terms. It has some cross over value for Extension programs.

Golestein, M. B. & Wysocki, C. M. (1981, Spring). Using process consultation techniques to improve board training. The Journal of Volunteer Administration, 13-15.

This case study illustrates how process consultation methods may be used in the development of training programs that are matched to the needs of the recipients. This approach to training requires trainers to engage in a diagnostic process in which the needs of the group are identified from several sources of data.

Grimshaw, W. F. & Schweitzer, C. (1981, Fall). Voluntary action center community leadership development project. The Journal of Volunteer Administration, 8-13.

A practical plan for training citizen boards and committees in the processes of democratic group leadership to enable them to be more effective and productive. A description of the training process is outlined in this article.

Hannah, S. B. & Lewis, H. S. (1982). Internal citizen control of locally initiated citizen advisory committees. *Journal of Voluntary Action Research, 11*(4), 39-52.

Using the proportion of member initiated problem solving interactions as a measure of internal citizen control, nine citizen advisory committees under study displayed wide variance in the degree of citizen participation. Committees with high proportions of professionals, that use a variety of information sources, and solicit support for their recommendations from various groups and individuals have a high degree of internal citizen control.

Hanson, P. L. & Marmaduke, C. T. (1972). *The board member: Decision maker for the non-profit corporation*. Sacramento: Han/Mar Publications.

This manual explores four major areas necessary for good board participation; an overview of the local community, policy making, overall background on the many functions boards perform, and sensitive leadership practices for the goal-centered board. Written especially for the individual board member, this book includes checklists and is good for all new members and as a guide for training.

Horstrand, R. K. & Phipps, L. J. (1971). *Advisory councils for education: A handbook*. Urbana, IL: Department of Vocational and Technical Education, University of Illinois.

This is a booklet designed to help organize an advisory committee. It includes sections which discuss the situation (concerning advisory committees), benefits of a citizens advisory council, basic questions in organizing and developing a citizens advisory council. The appendix contains sample charter, sample operational guidelines, sample by-laws, sample selection committee resolution, appointment letter, and considerations for annual self-evaluation.

Houle, C. O. (1960). The effective board. New York: Association Press.

This book has been designed to serve both those who are interested in boards in general and those who would like to improve a specific board. Discusses the operations of a board and gives many clear guidelines on how a board may function better. Written as a step-by-step guide. This is a classic and has been reprinted by Kellogg Community College in Battle Creek, Michigan, with support from the W. K. Kellogg Foundation.

Karn, G. N. (1983, Winter). The business of boards is serious business. Voluntary action leadership, 14-19.

This article identifies the non-profit board's moral and legal responsibilities.

Koneya, M. (1982, Fall). Community group leadership. The Journal of Volunteer Administration, 18-25.

This article looks at some basic leadership and group process principles and applies them to community-based organizations. Principles include balance of power between group and leader, concept of appropriate leadership style, difference between leader and leadership, sources of power for the individual and group, phases of group development, and seating arrangement and group growth.

Leadership guide for officers and executive directors. (1982). Philadelphia,PA: Big Brothers/Big Sisters of America.

This manual identifies various leadership styles and areas of board responsibility such as structuring a committee, running meetings, minute-taking and -reporting, nominating process, duties of officers, board development and orientation, and evaluation. Activities that can be conducted with actual committees or entire boards are provided for each area.

Levin, B. (1977). Improving board effectiveness: A review of the literature and a proposal. Social Planning Council of Winnipeg, Winnepeg, Manitoba, Canada R3B OW6.

The study is divided into two parts with the first being an overview of the literature on boards. Assesses the literature in terms of relevance for improving social service boards. Included is a review of literature directly related to the improvement/training of boards of directors. Part two makes some suggestions about the kinds of programs that might be effective and gives proposals for further action. Six models of board training are suggested.

Lindsay, M. C. (1977). A handbook for citizen boards and councils: For board members. Amherst, MA: Institute for Governmental Services, University of Massachusetts.

There are three parts to this book. Part I highlights those areas most suited to citizen involvement, and those tools necessary to make that involvement effective. Part II suggests approaches to the various tasks faced, such as dealing with the budget or a change in policy. Part III is devoted to procedures which will simplify your life, and those which will meet the requirements of the new "Sunshine Laws."

Magnani, D. & McMurtry, N. (1983). Breaking the boardom. University of Massachusetts: Citizen Involvement Training Program.

An annotated bibliography would allow board trainers and board members an overview of reading materials that are available in the field of board management. Five major sections with Section V having seven subsections. Each section/subsection is divided into books, papers/journal articles, and pamphlets/manuals. The sections are: Learning to be a Board Member; Becoming a Better Board Member; Training Resources for Board Trainers and Administrators; Board Development Theory; and Topical Information.

Mathiasen, K., III. (1977). The board of directors of nonprofit organizations. Washington, DC: Management Assistance Goup.

This paper offers a basic presentation of boards. It covers the overall functions of boards in the rudimentary sense.

McAfee, J. (1961). *The nominating committee in the community YWCA*. New York: Young Women's Christian Association.

Outlines the nominating committee's significance, authority, accountability and makeup. Offers a detailed description of the committee's work from the planning to the election. A committee calendar and a section on how to select and approach candidates are also included.

McCurley, S. H. (1983, Winter). What non-profit board members should know about legal liability. *Voluntary Action Leadership*, 16-17.

This article presents guidelines for identifying the decision-making board volunteer's legal responsibility.

Morrison, E. K. (1983). *Skills for leadership: Working with volunteers*. Tucson, AZ: Jordan Press.

This manual provides techniques for recruitment, motivation, effective management and evaluation of volunteer programs. Includes aids for expanding participation and effectiveness of volunteers.

Nordhoff, N. S., Larsen, J., Barber, P., & Craig, D. P. (1982). *Fundamental practices for success with volunteer boards of non-profit organizations: A self-assessment and planning guide*. Arlington, VA: Volunteer Readership.

This book stresses that most boards can work more effectively using resources that they already have and that an effective board is essential for an organization to survive. Seven fundamental practices toward successfully accomplishing organizational goals are presented. The book is effective in the definition and evaluation of the role of the board.

O'Connell, B. (1985). *The board member's book*. New York: The Foundation Center.

The book is addressed to board members who want to make the most of their voluntary effort. Part I attempts to make clear the impact of volunteers and voluntary organizations. Part II discusses the effectiveness of boards and members in planning evaluation, fundraising, and in other essential functions. Part III is an extensive reading list for those who want more information about specific functions.

Russell, K. L. (1981). The how in parliamentary procedure. Danville, IL: The Interstate Publishers.

This is helpful for all individuals who participate in group meetings. Students, class officers, club members, and teachers will find this book to be a valuable guide. Busy adults who belong to parent groups, civic clubs, and other organizations will be delighted with the simple explanations of parliamentary procedure.

Schindler-Rainman, E. (1983, Winter). Effective boards in a time of transition. Voluntary Action Leadership, 12-14.

This article presents the implications for effective and creative non-profit boards. The major trends that imply new challenges are explained.

Schindler-Rainman, E. & Lippitt, R. (1977). Taking your meetings out of the doldrums. La Jolla, CA: University Associates, Inc.

This resource kit may help with planning meetings more effectively, and in training others to plan meetings. Specific topics are problems and issues of participating; similarities and differences of all meetings; steps of designing meetings; planning and conducting meetings; kinds of resources available; typical meeting traps; alternative methods; a toolkit of illustrative designs, instruments, procedures, and suggested uses of this resource kit, and a selected bibliography.

Schoderbek, P. P. (1979). The board and its responsibilites. (United Way of America, Alexandria, VA).

This manual provides guidelines for the effective management of citizen boards. As such, this manual addresses the critical aspects of board management, including board organization, board education, the responsibilities and functions of boards and reviewing board performance. Additionally, the causes of ineffective boards are noted.

Schoderbek, P. P. (1979). The effective use of committees. (United Way of America, Alexandria, VA).

This manual discusses the fact that all boards utilize committees in one form or another. More specifically, attention is given to the following topics: the functions that committees serve, advantages of committees, disadvantages of committees, a classification of committees, guidelines for committees, and committee membership.

Sorenson, R. (1950). The art of board membership. New York: Association Press.

A book that offers practical suggestions from a combination of management and social-work concepts, values, and practices. It develops insight in defining the jobs of the board, committee, chairman, and executive. It coaches chairmen on how to plan and handle a good meeting and is written with the new member in mind.

Stringer, G. E. with Arsem, K. B. (1982). The board manual workbook: For effective boardmanship and the development of an orientation manual. Clarence, NY: Volunteer Consultants.

This manual offers a workable way to recruit, train and mobilize an effective board of directors. It outlines the basic steps for board development and contains sections on personnel management and project evaluation as well as an excellent resource list.

Stringer, G. E. with Arsem, K. B. (1982). Companion book to board manual workbook, instructor's guide. Clarence, NY: Volunteer Consultants.

The instructor's guide, for use with The Board Manual Workbook, offers activities and exercises for a plan of study to create effective board members. Experts in finance, law, leadership development, politics and group dynamics offer insight to these areas. Aids in designing courses of study for policy volunteers.

Swanson, A. (1978). *The determinative team: A handbook for board members of volunteer organizations*. Hicksville, NY: Exposition Press.

This book is aimed at the lay person who volunteers time and intelligence for the betterment of communities by serving on advisory boards. Includes three case histories for illustrative purposes and sections on bylaws; the leadership development cycle; committees and their uses; on the use of available resources; how to run a productive meeting; and leadership.

Swanson, A. (1981). *Leadership development and the nominating process*. Providence, RI: Community Services Consultants, Ltd.

Ways to develop leaders within boards is addressed in this booklet. Full board involvement in recruitment and identification of prospective members is also covered. A fifteen point checklist for effective leadership development is included for immediate use.

Swanson, A. (ND). *Building a better board: A guide to effective leadership*. Washington, DC: Taft Corporation.

This booklet was designed for members of the policy-making governing boards of directors to share techniques of accomplished board members. The material should be applicable to those who serve on advisory boards or councils, school or college boards, or boards of state or national associations.

Swanson, A. P. (1982). *The advisory council chairperson and the advisory council: A guide*. Providence, RI: Community Services Consultants, Ltd.

The guide is addressed to the chairperson of the advisory council and is also intended to be a resource for members of the council. Organized primarily around twelve sections, one for each of the twelve months of the organization's year. Other sections in this guide deal with council/board/staff relations, elements of productive meetings, as well as a special section, called local history/field of service.

The best of ERIC. (1977). "Advisory committees." ERIC Clearinghouse on Educational Management.

This is a chapter in "The Best of the Best of ERIC" containing 14 annotations of documents and journal articles on advisory committees. All of these are indexed in the ERIC system. Student and community involvement, planning and utilization of advisory committees, and other pertinent topics are annotated.

Trecker, H. B. (1954). Building the board: A manual on recruiting and molding effective board members for your organization. New York: National Publicity Council for Health and Welfare Services.

The major areas covered in this book are the analysis of the board member's job and of his "job requirements," the selection and the nominating committee, and the new board member's orientation and training.

Trecker, H. B. (1970). Citizen boards at work: New challenges to effective action. New York: Association Press.

A book that covers the following topics: the importance of boards today; the functions of boards; the board and the executive and staff; building the board; leadership; organization of the board as a work group; the meeting; the board and the community; and various aspects of board evaluation.

Trost, A. & Rouner, J. (ND). Gaining momentum: For board action. San Diego: Marlborough Publications.

The book is divided into four sections to help understand the basics of boards, how to accomplish tasks, work together, and continue the development of the board. Each section includes a general discussion, practical examples, and worksheets to help you apply these ideas to your specific setting. Examples are given from four perspectives: agencies and organizations, both voluntary non-profit and public tax supported; religious setting; schools; and hospitals.

United Way of America. (1979). The citizen board in voluntary agencies. Alexandria, VA: Author.

This manual provides perspectives for the new board member and ideas for those who have served before. It provides guidelines which board members can use to evaluate their performance and define areas where additional knowledge or attention could be most beneficial.

Unterman, I. & Davis, R. H. (1982). The strategy gap in not-for profits. Harvard Business Review, 60(3), 30-40.

This article addresses the difference between trustee boards and corporate boards and answers the question, "Why is it that not-for-profit boards so often fail to assist with strategic decision making?" A survey was conducted to supplement the the authors' backgrounds in nonprofit organizations. Includes a section titled "Motivating Volunteers."

Weiz, S. & Wynn, P. (1980). An examination of the literature on the function and responsibility of board of directors. New York, NY: Community Service Society.

This is a literature review of functions and responsibilities of the board of trustees in nonprofit organizations. Major responsibilities listed are determination of agency policy and assumption of the ongoing role of monitoring performance against established policies; allocation of the organization's resources; appointment and evaluation of an executive director; public relations and an annotated bibliography on the role and function of the board

Wilson, D. M. (1979). Working with alumni boards. Case Currants, 5,(5), 15-18.

Advice is offered in this article to alumni administrators who recruit and organize alumni volunteers to serve on the board of directors. Tasks include understanding the purposes of the board, selecting the best members, determining needs, evaluation, and committees.

Zelman, W. N. (1977). Liability for social agency boards. Social work, 22(4), 270-274.

This article discusses the trend for legal entities to treat private nonprofit agencies the same as other incorporated agencies. The need for board members, staff, and volunteers to recognize their legal and organizational interdependence is discussed. Legal advice is needed.

BOARDS AND COMMITTEES - TRAINING MATERIALS

Board Member Trustee Handbook. (1980). San Francisco: Public Management Institute.

This book is a compilation of forms, worksheets, and checklists to be used in board and board member development. Narration is kept to a minimum. Topics addressed are board membership process, the board as managers, the board at work, the board and the community, and board leadership, and team building.

Bradford, L. P. (ND). Making meetings work. San Diego: University Associates.

A book for staff and volunteers who lead groups, conduct meetings, or plan or lead conferences. The leadership approaches, group characteristics, task and maintainance functions, group member behavior, and meeting planning are discussed in this book.

Chandler, R. M. (1985, February). A Handbook for people involvement in the Virginia cooperative extension service. (Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, VA).

This training material explains how to establish and organize an advisory committee. An appendix is provided with examples of recruitment procedures, sample bylaws, sample job descriptions, sample agenda, guidelines for keeping minutes and guidelines for parliamentary procedure.

County 4-H leaders' association handbook. (ND). (Cooperative Extension Service, North Carolina State University, Raleigh, NC).

A handbook discussing the purpose and functions of a 4-H leader association. An appendix is provided with samples to help establish bylaws, elect officers, plan calendar of activities, etc.

Dean, L. E. (1985). *Designing and implementing a volunteer leadership system*. (Cooperative Extension Service, University of California, Berkeley, CA).

These handout materials are from a work shop presented December 4-6, 1984, by Laurel Dean at the University of California, Marien Laboratory, Bodega Bay. It includes a recommended reading list, a section on the current status of volunteerism, motivation and supervision, designing a volunteer leadership system, identifying, recruiting and training volunteers, and time management.

Dyer, D. A. & Williams, O. M. (1979). *Developing effective and efficient local committees*. (Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, VA).

The purpose of this publication is to set forth in everyday language for local community leaders a few principles involved in taking the waste out of committees and making them an effective tool in group operations. It includes steps in problem solving.

Dyer, D. A. & Williams, O. M. (1985). *Developing effective boards, councils, and commissions*. (Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, VA).

This booklet outlines the responsibility of boardmanship with emphasis on the most important functions. It addresses the work and teamwork necessary for board functions with ways to evaluate the effectiveness of the board in meeting communication needs.

Farmland Industries, Inc. (ND). *Director orientation*, (videotape). Kansas City, MO: Author.

This video offers information on board responsibility. It spells out the traditional duties of a board member and defines and separates the duties/responsibilities of patrons, board members and the manager. It is useful for the new member as well as those who have served for years.

Four-H and youth committee handbook. (ND). (Cooperative Extension Service, North Carolina State University, Raleigh, NC).

A handbook to provide assistance in delivering a 4-H and youth committee. Ideas on planning, implementing and evaluating the committee are included.

Leadership in groups and organizations. (1984, April). (Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, VA).

This is a correspondence course to provide practical information about leadership, leadership styles, meetings, organizational management, motivation and communication theory, and communication skills.

Mauk, W. S. (ND). County 4-H leaders' association handbook. (Cooperative Extension Service, Texas A & M University, College Station, TX).

This handbook is part of a multi-media package developed to support the work of the county 4-H Leaders' Association. It provides information and guidance in areas such as identifying leader training needs, conducting leader training, developing program resources, involving leaders in activities, and recognizing accomplishments by leaders. An appendix is provided with sample items such as a calendar of activities, order of business, duties of officers and executive committee, etc.

Mauk, W. S. (ND). 4-H and youth committee handbook. (Cooperative Extension Service, Texas A & M University, College Station, TX).

This handbook is part of a multi-media package developed to support the work of the county 4-H and youth committee. Some of the topics discussed are program development, committee organization, committee functions, and work groups or task forces. An appendix offers examples of 4-H and youth committee functions, methods of collecting information, and selected statements from the 4-H and Youth Affirmative Action Program.

Mauk, W. S. (ND). County extension agent's 4-H organization. (Cooperative Extension Service, Texas A & M University, College Station, TX).

This handbook is part of a multi-media package developed to support the work of the county 4-H organization. The handbook provides information and guidance for members of the county extension staff. Topics discussed are agent responsibility, relationship with county 4-H organizations, and work in the county organizations. An appendix is provided with references, surveys, and guides.

Organizational development: A guide. (ND). (Cooperative Extension Service, University of Missouri, Columbia, MO).

A training manual designed to be used in a two day training conference. Transparencies are available. Modules of instruction are on responsibilities of the board, responsibilities of staff, program development, using volunteers, group dynamics, citizen participation, and extension resources.

Schindler-Rainman, E. & Lippitt, R. (1977). Taking your meeting out of the doldrums. La Jolla, CA: University Associates.

This resource kit may help with planning your meeting more effectively, and in training others to plan their meetings. Specific topics are problems and issues of participating, similarities and differences of all meetings, kinds of resources available, typical meeting traps, alternative methods, a toolkit of illustrative designs, instruments, procedures, suggested uses of this resource kit, and a selected bibliography.

Sharpe, D. (1983, October). Extension advisory council: A handbook for county extension agents. (Cooperative Extension Service, Montana State University, Bozeman, MT).

This is a handbook designed to help extension agents organize and coordinate advisory councils. The training is provided in council organization, agenda, development, council education, council procedures planning and maintaining the council. An appendix is provided with the appropriate sample items.

Smith, C. & Johnson, B. (1981). County 4-H and youth council handbook. (Cooperative Extension Service, University of Illinois, Urbana, IL).

This is a handbook to help 4-H council members and extension staff develop, organize, and maintain an advisory council. Major areas are purposes of a council, organization of a council, council member responsibility, and officer and committee responsibility.

The 4-H parent's committee. (ND). (Cooperative Extension Service, Kansas State University, Manhattan, KS).

This packet is comprised of a series of single page reference sheets for training parents' committees for 4-H clubs. A training guide for parent committees is included. Training topics include recruiting leaders, writing job agreements for leaders, and program planning.

United Way of America. (1979). The citizen board in voluntary agencies. Alexandria, VA: Author.

This manual provides perspectives for the new board member and ideas for those who have served before. It provides guidelines which board members can use to evaluate their performance and define areas where additional knowledge or attention could be most beneficial.

Whitmire, W. D. (1979). The working council. (State 4-H Office, University of Wyoming, Laramie, WY).

This is a leadership development kit which effectively describes the purpose of a county 4-H council as well as the relationship of the professional staff and county 4-H council members.

RESOURCE PERSONS
Boards and Committees

Milton Boyce
Assistant Deputy Administrator
4-H Administration
S & E, Extension Service
USDA, Room 3860-S
Washington, D.C. 20250
(202) 447-6527

Bill Conrad, Consultant
Center for Creative Management
4800 Prince Street
Downers Grove, IL 60515
(312) 964-0432

Delwyn A. Dyer
Director/Center for Volunteer Development
Virginia Polytechnic Institute
Blacksburg, Virginia 24061
(703) 961-7966

James M. Hardy, Consultant
Route 1, Box 77C
Tippin Hall
Erwin, TN 37650
(615) 743-7685

John E. Irby
Planning and Outlook; 4-H
Extension Service/USDA
Room 3864-S
Washington, D.C. 20250

David C. Jeffiers
State Extension Program Specialist for 4-H
212 Agriculture Experiment Station
University of Kentucky
Lexington, Kentucky 40546
(606) 257-5961

Robert F. Leduc, Consultant
Institute for Nonprofit Organization Management
at the University of Colorado
518 17th Street #388
Denver, CO 80202
(303) 825-0800

Karl Mathiasen, III, Consultant
Management Assistance Group
1705 DeSales Street, NW
Washington, DC 20036
(202) 659-1963

Bryan Phifer
Professor and Extension Specialist
7th Floor Clark Hall
Columbia, Missouri 65211
(314) 882-8393

Dave Sharpe
Cooperative Extension Service
Montana State University
Linfield Hall
Bozeman, Montana 59717
(406) 994-2962

Gretchen E. Stringer, Consultant
Voluntary Action Center
742 Delaware Avenue
Buffalo, New York 14209
(716) 887-2632

Andrew P. Swanson, Consultant
Community Services Consultants, Ltd.
P. O. Box 2644
Providence, Rhode Island 02907

Arty Trost, Consultant
Organizational Dynamics
43434 SE Tapp Road
Sandy, Oregon 97055
(503) 668-7979

Dennis Young, Professor
State University of NY at Stoney Brook
3rd Floor Old Physic
Stoney Brook, NY 11794

MIDDLE MANAGEMENT

VOLUNTEERS AS MIDDLE MANAGERS

	Management Framework	Recruitment	Training	Supervision	Motivation	Recognition	Evaluation	Policy	Legal
A Middle Management Approach for New York 4-H Agents AUTHOR: Sterling	X		X						
Managing 4-H: A Handbook AUTHOR: Knapp & Munson	X	X	X	X		X	X		
Volunteers as Middle Managers AUTHOR: Schwertz	X	X		X					
Volunteers Today--Finding, Training and Working with them AUTHOR: Naylor		X	X	X	X				
Keys to Making a Volunteer Program Work AUTHOR: Brown	X	X	X	X			X		

VOLUNTEERS AS MIDDLE MANAGERS

	Management Framework	Recruitment	Training	Supervision	Motivation	Recognition	Evaluation	Policy	Legal
Volunteer Training and Development--A Manual AUTHOR: Stenzel & Feeney	X	X	X				X		
Managing Volunteer Programs--Oregon Family Community Leadership AUTHOR: Oregon FCL FCL, Cooperative Extension Service		X	X	X	X	X	X	X	X
Family Community Leadership AUTHOR: Oregon FCL, Cooperative Extension Service			X					X	
Effective Leadership in Voluntary Organizations AUTHOR: O'Connell	X	X	X	X	X		X		
Motivating Volunteers AUTHOR: Moore (ed)			X		X				

VOLUNTEERS AS MIDDLE MANAGERS

	Management Framework	Recruitment	Training	Supervision	Motivation	Recognition	Evaluation	Policy	Legal
Beyond Banquets, Plaques and Pins--Creative Ways to Recognize Volunteers and Staff AUTHOR: Vineyard					X	X			
Step-by-Step--Management of the Volunteer Program in Agencies AUTHOR: MacBride	X	X	X	X		X	X		
Volunteer Middle Management in 4-H--Handbook for Agents AUTHOR: Cook & Ott	X	X	X						
Managing Volunteers for Results AUTHOR: Public Management Institute	X	X	X	X	X		X	X	
The Effective Management of Volunteer Programs AUTHOR: Wilson	X	X	X	X	X		X		

VOLUNTEERS AS MIDDLE MANAGERS

	Management Framework	Recruitment	Training	Supervision	Motivation	Recognition	Evaluation	Policy	Legal
Training Volunteer Leaders AUTHOR: National Council of YMCA			X						
4-H Vital--Volunteers Introducing Tomorrow's Adults to Leadership AUTHOR: Cooperative Extension Service, Oklahoma State Univ.	X		X		X	X			
Designing and Implementing a Volunteer Leadership System AUTHOR: Dean	X	X	X	X	X				
The Volunteer Skillsbank AUTHOR: Saccomandi & Host		X		X					
Key Volunteers Strengthen the 4-H Program AUTHOR: Snider	X								

VOLUNTEERS AS MIDDLE MANAGERS

	Management Framework	Recruitment	Training	Supervision	Motivation	Recognition	Evaluation	Policy	Legal
Volunteers: How to Find Them, How to Keep Them! AUTHOR: Haines	X	X	X						
Helping People Volunteer AUTHOR: Rauner	X	X	X	X		X	X		
Survival Skills for Managers AUTHOR: Wilson				X	X				

MIDDLE MANAGEMENT - LITERATURE

Allen, K. K. (1983, Spring). The future of volunteerism: Impetus for a strong foundation. The Journal of Volunteer Administration, 32-38.

This article briefly discusses the President's Task Force on Private Sector Initiatives and the aspects of its work that have relevance to the volunteer community. The major portion of the article discusses the factors that will most likely affect the nature and scope of volunteering in the future. Three factors covered are those: 1) that shape the world in which we work and live, 2) that shape the people with whom we work, and 3) that will shape the role we can play as a community.

Allen, K. K. (1985, April-May). Volunteers today. National 4-H News, 10-11.

This is a look at volunteering in the world today and in the future. A list of developments in the last ten years is analyzed and responsibilities for volunteers of the future are discussed.

Austin, M. J. (1981). Supervisory management for the human services. Englewood Cliffs, NJ: Prentice-Hall, Inc.

This book examines supervisory principles that might be used in a volunteer setting. It approaches supervision from a "middle management" perspective. It also looks at supervisory/staff relationships and management principles such as motivation, delegation, time and stress management, and monitoring work performance. Most of these concepts can apply to volunteers serving as middle managers.

Beugen, P., Robinson, M. & Dawn, W. (1984). Vounteerism: The "next to perfect" formula for successful volunteering. (Independent School District 281, New Hope, MN).

This is a handbook for supervisors of volunteers. The handbook includes reasons to involve volunteers, to identify the needs, to develop and review job descriptions, to attract and recruit vounteers and to evaluate them.

Bortin, V. (1981). Publicity for volunteers--A handbook. New York: Walker and Company.

This book contains clear and concise instructions for fulfilling every conceivable publicity need. More than 40 examples of press releases, photocaptions, radio and TV announcements, flyers, newsletters, and others that illustrate the text are included. The book is useful to the inexperienced volunteer charged with the responsibility of an event's success.

Boyce, V. M. (ND). A systematic approach to leadership development. (Cooperative Extension Service, USDA, Washington, DC).

This paper lists the roles of the 4-H agent as a manager, trainer, and supervisor. It then looks at the leadership development process in these phases: leader identification, leader selection, leader orientation, leader training, leader utilization, leader recognition, and leader evaluation. The recruiter coach concept in adult basic education is also addressed using the same models.

Briggs, D. L. (1982, Winter). On satisfying the volunteer and the paid employee: Any differences? The Journal of Volunteer Administration, 1-8.

This study points out that there are important differences in what motivates volunteers and what motivates paid workers. Differences are found in what volunteers and paid workers find satisfying and consider to be important. As a result of this study, volunteer administrators should not draw a close parallel between industry and volunteerism.

Brown, K. M. (1982). Keys to making a volunteer program work: A guide for organizations that use volunteers. Richmond, CA: Arden Publications.

This book discusses eight keys that make a volunteer program work: good job design, staff commitment, well planned recruitment, careful screening and selection, appropriate training, good supervision by staff, appropriate surveillance by the volunteer program manager, and systematic evaluation. Includes sample contracts, evaluation forms and worksheets.

Brown, K. M. (1984, Spring). Thoughts on the supervision of volunteers. Voluntary Action Leadership, 14-16.

This article offers observations on the basics of good supervision for the on-going development of volunteers.

Brown, P. H. (1983). Volspec: Generating a substantive curriculum theory for volunteer agencies. Unpublished doctoral dissertation, Arizona State University, Tempe.

The purpose of this study was to assess needs in a volunteer agency and generate a curriculum theory to serve as a basis for evaluation and improvement of the existing curriculum. Analysis of findings indicated that the three core variables--conceptualizing, administering, and transmitting the theory--and their properties were the main theoretical elements of the developing theory.

Cammasso, A. E., Heinsohm, A. L., & Lewis, R. B. (1983, March/April). Myths about low income volunteers. Journal of Extension, 13-17.

A study was directed at low-income volunteers who work with low-income youth. Findings show low income volunteers to be similar to other volunteers. They have similar reasons for volunteering, the same recruitment works with them, and in some cases they volunteer for longer periods of time.

Campanro, J. & Hinckley, R. (1982-83, Winter). Locating a volunteer program: Utah's personnel office experience. The Journal of Volunteer Administration, 18-22.

This article suggests that a volunteer program can best be started and developed within the personnel office of an agency or organization. Advantages for locating in personnel offices include the following: personnel functions of recruitment, examination and classification can be applied to volunteerism; volunteers can be governed by internal rules and procedures like paid staff; and a balance between paid and unpaid workers can be reached in all areas of a department.

Christenson, R. A. (1982). *Volunteering is for winners: A guide for the helper, the program manager, and the organization*. Sioux Falls, SD: Great Plains Volunteer.

The book has six chapters which cover: A Volunteer Profile; Volunteer Recruitment; The Volunteer Inverview; Volunteer Orientation, Training and Recognition; Program Maintenance and Additional Resources; and What in the World is a Gratuitous Employee?

Christenson, R. A. (1982, Fall). On the legal definition of volunteer. *Voluntary Action Leadership*, 17-18.

This article discusses the concepts of "pure volunteer" and "gratuitous employee" and the legal implications that are associated with each.

Corbett, K. L. (1981, Fall). Academic credit for volunteer work. *The Journal of Volunteer Administration*, 1-2.

This article defines "credit for experiential learning." A step by step process for implementing credit for prior learning in colleges or universities is outlined.

Cronk, V. M. (1982, Fall). If it acts like a manager, it must be a manager. *The Journal of Volunteer Administration*, 11-17.

This study was conducted to determine if volunteer directors should be viewed as management personnel. A survey proved that criteria on which managers are evaluated were more important than criteria which were measures of the volunteer program. The evaluation criteria are listed in this report. This report establishes that volunteer directors should conduct and promote themselves as managers.

Cull, J. G. & Hardy, R. E. (1974). *Volunteerism: An emerging profession* (American Lecture Series, Publication No. 887). Springfield, IL: Charles C. Thomas.

The book describes the basic body of knowledge concerning volunteerism as an emerging profession and is a collection of writings by outstanding professional leaders in the field of volunteerism. It addresses such topics as recruiting and training of volunteers, supervising volunteers, planning and community organization, and conflict management. It examines research and community needs in volunteerism and looks at the future.

Dane, F. C. & Mullen, S. R. (ND). The dynamics of volunteer involvement: Preparing an organization for volunteer leadership. (Strom Thurmond Institute of Government and Public Affairs, Clemson University, Clemson, SC).

The purpose of this paper is to help administrators plan and implement a volunteer system of leadership through volunteers. It discusses the Volunteer-Staff Relations Index by Ivan Scheier and how it may be used. It presents an overview of a volunteer leader management system consisting of five components: defining positions, recruiting, hiring and firing, training, and motivating.

Dean, L. S. (1985, Spring). Learning about volunteer burnout: It can improve your retention rate. Voluntary Action Leadership, 17-19.

This article lists factors associated with volunteer burnout and action that can be taken by volunteer managers to alleviate burnout.

Drucker, P. (1985). The Manager and the organization (film/video). Rockville, MD: BNA Communications Inc.

A six module film/video program which concentrates on the special problems of the middle manager: how to improve relationships with peers, how to motivate, how to set goals, decision making, and how to make the organization work for you. This program will assist in teaching how to overcome a host of management problems.

Edwards, P. K. & Watts, A. D. (1983). Recruiting and retaining human services volunteers: An empirical analysis. Journal of Voluntary Action Research, 12(3), 9-22.

This article examines alternative methods of recruiting and retaining human service volunteers. It studies 124 human service agencies concerning relationships among organizational variables, such as agency function, size, proportion of female volunteers, and change in the number of volunteers over time with respect to utility of recruitment and retention methods.

Ellis, S. J. (1985, Spring). Daytime volunteers: An endangered species? *The Journal of Volunteer Administration*, 30-33.

This article offers ideas on recruiting a volunteer force from those who do not work the "normal" hours. It points out the people who work shifts, evenings, weekends, and workers who choose their own schedules. Ideas given on how to recruit such people are: target a particular audience, recruit them for work in an area close to their jobs, and inidividually talk to potential volunteers.

Flathman, R. E. (1981). The rights of volunteers. *Journal of Voluntary Action Research, 10*(1), 51-61.

By philosophical exploration of certain issues, this paper reaches the conclusion that volunteers have no rights which are unique to them as volunteers. While they clearly retain the rights they enjoy in other roles (e.g., citizen), the nature of the acts of volunteering means that no new or special rights are acquired by volunteering. The question of protecting volunteers' rights is essentially the same as the question of protecting the rights of any person in an institutional setting.

Francies, G. R. (1983, Summer). The volunteer needs profile: A tool for reducing turnover. *The Journal of Volunteer Administration*, 17-31.

This article discusses how determining volunteer needs and providing situations that satisfy those needs can reduce volunteer turnover. A lengthy description of the "Volunteer Needs Profile", its development, testing and validity is included. Ideas for using the "Volunteer Needs Profile" to place volunteers are offered.

Frantzreb, A. C. (1980). Voluntarism: A new age & a new term of volunteer involvement in higher ed. *New Directions for Institutional Advancement, 9*, 1-13.

This article discusses the importance of identifying individuals who can and will accept the role and responsibility of the trustee volunteer. The volunteer manager is described.

Frazee, M. J. (1983, October). Characteristics of effective trainers of volunteer 4-H leaders in southern California. National Association of Extension 4-H Agents Research Conference, Portland, OR.

This report discusses the need for 4-H volunteer leader training, the wisdom of using volunteers to train other volunteers, and reports the findings of a study designed to determine the characteristics of 4-H volunteer leader trainers in Southern California. The study indicated there are many dimensions to being an effective trainer. Extensive 4-H experience seemed to be important for successful trainers.

Fuhry, M. L. (1982, May/June). Recruiting 4-H leaders: What tips the scales? Journal of Extension, 15-20.

This article discusses recruitment patterns that have worked effectively for one county. A survey was done of people who called to inquire about the 4-H leader program. The inquirees were asked questions, such as: How did they learn about 4-H the need for 4-H leaders?

Gamm, L. & Kassab, C. (1983). Productivity assessment of volunteer programs. Journal of Voluntary Action Research, 12(3), 23-38.

Examines productivity assessment in relation to volunteer programs by analysis of survey information. One finding is that some basic elements in productivity assessment, e.g., number of volunteers/hours, must be interpreted in light of variation in volunteer programs across different types of organizations. Another is that productivity assessment can contribute to improvement.of program administration, but done in a haphazard/reactive fashion it can be detrimental to support/development of programs.

Gamon, J. (1979, September-October). How to hang on to volunteers. Journal of Extension, 16, 6-10.

This article offers ways to reduce volunteer turnover. These include better working hours, pleasant surroundings, and other inducements to retain volunteer workers.

Geyer, P. D. (1983-84, Winter). The determinants of volunteering at "Partners." *The Journal of Volunteer Administration*, 1-14.

A study was done to identify the determinants of volunteering at one agency. It was assumed that by knowing what factors influence volunteering decisions, the agency could develop procedures to resolve recruitment difficulties. Several key concerns of non-volunteers were cited by the study and the agency changed some policies to handle these concerns. A moderate increase in the number of volunteer inquires was shown. The rate of conversion to active volunteers shows no adverse effects at present.

Gidron, B. (1983). Sources of job satisfaction among service volunteers. *Journal of Voluntary Research, 12* (1), 20-35.

A report of research which was based on the theory that volunteer workers operate basically as paid workers in a similar work situation and receive their potential satisfaction from many of the same sources. This study found that overall job satisfaction of volunteers was related to two facets of job content (work itself and achievement) and two facets of job context (convenience and absence of job stress factors).

Glover, G. & Mickelson, M. (1981). *Voluntarism: A workbook on how to build or improve a volunteer program*. (Criminal Justice Institute, Cooperative Extension Service, University of Wisconsin, Madison).

This workbook is an overview of volunteers and volunteerism. Presents brief statements on the elements of voluntarism; contains suggestions on how to work in groups, recruit and train volunteers; includes sample forms, guides, questionnaires, and evaluation tools; and touches on some of the current literature of the field. It is a practioner's guide, intended to assist in setting up or improving volunteer programs through a professional/volunteer team approach.

Grigsby, D. W. (ND). Motivation and volunteerism. Strom Thurmond Institute of Government and Public Affairs, Clemson University, SC.

This paper discusses motivation of volunteers using equity theory conditions. The conditions discussed include: the altrusistic motive, the peer-comparison motive, self-interest motives, mixed motives and motivation shifts. The author argues that defining the dominant motive will allow volunteer directors to better direct recruiting and participation of volunteers.

Groff, J. M. (1984, February). Needs assessment strategies. Paper prepared for New Workers Orientation Conference, Raleigh, NC.

A paper focusing on the strategies one might use to collect data for use in a needs assessment. Strategies suggested include: (1) involvement of the advisory leadership system, (2) year-round strategies (telephone tally, news clippings, suggestion boxes, etc.), and (3) specific purpose data collection (survey public forum, etc.).

Haines, M. (1977). Volunteers: How to find them, how to keep them. Vancouver, B. C.: Voluntary Action Resource Centre.

A workbook on how, when, and where to recruit volunteers. A workshop resource good for newcomers to volunteerism. It gives exercises to help in recruitment as well as volunteer management.

Hanlon, B. (Ed.). (1980). The best of VAL: A collection from the first five years of Voluntary Action Leadership (1975-1979). Arlington, VA: Volunteer Readership.

The book is a single volume of the most important and useful articles of the first 18 issues of Voluntary Action Leadership. They represent the mixture of "how-to-do-it" and the philosophy of volunteerism.

Hardy, R. E. & Cull, J. G. (1973). *Applied volunteerism in community development* (American Lecture Series, Publication No. 882). Springfield, IL: Charles C. Thomas.

This book contains an unusual combination of useful theoretical information and practical how-to-do-it approaches in applied volunteerism. Among the topics which might be of interest are: creative volunteerism, origins and types of voluntary activities, college students as volunteers and retired persons as volunteers. Useful concepts and ideas in creating and managing a volunteer program will be of interest to the reader.

Harman, J. D. (Ed.). (1982). *Volunteerism in the 80's*. Washington, DC: University Press of America.

The essays and responses in this volume address issues relevant to volunteers, administrators, and others involved in a wide range of volunteer and volunteer supporting organizations. It discusses concepts relating to changes occuring in volunteerism and potential controversial issues and solutions to problems on recruiting, mobilization, and relationships.

Hastings, S. W. (1985). *4-H calculating consumer project: Its effect on member's knowledge, attitude, and behavior*. Unpublished doctoral dissertation, The Oklahoma State University, Stillwater.

The purpose of the study was to measure the impact of 4-H Calculating Consumer Curriculum on Oklahoma youth, ages 12 to 15 years old. Although this study does not deal with volunteerism, an instrument for calculating consumer volunteer commitment was developed.

Henderson, K. (1983, Spring). The motivation of men and women in volunteering. *The Journal of Volunteer Administration*, 20-24.

This study concludes that little difference was found between the motivations and characteristics of men and women who volunteer in 4-H programs. It points out the need for similar kinds of recruitment, supervision, training and recognition for volunteers whether they are men or women. It found that basic human needs are more important than gender and recommendations are made to help volunteer leaders determine the needs of different people.

Henderson, K. A. (1981, Jan/Feb). Motivating the adult 4-H volunteer. Journal of Extension, 19-27.

This study was conducted to indicate how Extension and 4-H professionals can better motivate volunteers. Three major areas were addressed in the study: 1) Why do adults volunteer in 4-H? 2) Are adult volunteers motivated most by affiliation, power, or achievement needs? 3) What relationships exist between the characteristics of volunteers and their motivations? Results show that Extension personnel should keep motivations in mind when recruiting, training, and supervising volunteers.

Hesler, D. L. (1982). Characteristics of family environment and levels of 4-H member participation. Unpublished doctoral dissertation, The University of Wisconsin, Madison.

The purpose was to determine the strength and direction of relationships between levels of 4-H member participation and family environment variables of cohesion and conflict based on a family systems theory. The following related positively to 4-H members participation: child's and family's conflict; family involvement in 4-H; and father's occupation.

Hill, D. (1985, Spring). How to prevent volunteer burnout: An interview with Martha Bramhall. Voluntary Action Leadership, 20-23.

This article reports on an interview of an expert on volunteer burnout, its symptoms, and cures as well as steps to take to prevent it in the future.

Houle, C. O. (ND). Patterns of learning. San Francisco: Jossey-Bass Publishers.

The book looks at various basic learning processes, suggests new applications of these processes in modern education, and re-examines the concept of lifelong learning in light of a broader concept of method than had been used previously. It suggests that education is a far more complex process than it is often thought to be.

Howe, P. A. (1981). Leaders learn by doing, too. (National 4-H Council, Washington, DC).

This guide is designed for the 4-H volunteer leader. It aids in preparation of a written record of life experiences and skills. Part I offers a rationale; Part II discusses conventional and functional types; and Part III, the appendix, includes a variety of samples, worksheets, and a bibliography.

I can. (1981). (American Red Cross National Headquaters, Washington, DC).

Consists of related publications: "The Volunteer Development Workbook" and "The Administrative Guidelines." The series is a comprehensive set of materials which enable volunteers to define their goals, assesses the skills they are gaining through volunteering, and develop a personal plan of action for the future. Also, the series will help volunteers to integrate their plans into their assignments in such a way that both organizational and individual needs and purposes are met.

Ilsley, P. J. & Niemi, J. A. (1981). Recruiting and training volunteers. New York: McGraw-Hill.

This book provides a sequential approach to follow when determining how volunteers might be introduced into existing programs and when planning future programs in which volunteers will form a vital component. It leads educators who wish to capitalize on the talents of volunteers through the performance as seasoned workers in a program.

Implications of volunteerism in extension: National impact study. (1985, June). Madison: University of Wisconsin, Department of Continuing and Vocational Education.

Phase I of this study presents the views of over 1000 Extension agents in 313 counties. The findings, conclusions, and implications of the study are addressed. The agents inventoried their work with volunteers and their beliefs about the value of such work. This report was prepared to help Extension agents and volunteers better understand mutual activities and to enhance future work.

Kahn, J. (1984-85, Winter). Legal issuses in volunteerism: Preliminary survey results. The Journal of Volunteer Administration, 31-38.

This article gives insight into the questions and apprehensions that volunteer leaders have about legal matters. Establishes the fact that legal concerns have substantial influence in program planning and greater knowledge is needed in the area of legal issues as they pertain to volunteer programs. There is also a need for adequate legal counsel. The most common legal questions involve insurance and liability. This subject is also shown as an area of confusion and concern.

Kanter, R. B. (1982). The middle manger as innovator. Harvard Business Review, 60(4), 95-105.

This article explores factors that encourage middle managers to initiate creative changes to improve the organization. Factors explored include a participative management style, loosely defined jobs and collaboration across functions.

Kempton, R. L. (1980, September-October). Concepts in volunteer management. Journal of Extension, 18, 19-23.

This article emphasizes that volunteers have needs, abilities, and desires of their own. The skilled and caring extension agent will use management and supervision principles to fully use all of those needs and abilities.

Kenney, M. (1979). A look at senior 4-H participation: 4-H volunteer staff -- Intern project report. (National 4-H Council, Chicago).

A report developed to help bring about a better understanding of how to motivate senior 4-H'ers to remain in the 4-H program. It addresses developmental stages of youth, how to work with teens, and suggested ways of including youth in leadership positions.

Kimball, E. K. (1982, Spring). Getting the most from volunteering. *Citizen Action*, 13-14.

This article explains how to go about assessing skills, interests, and inclinations and then applying the results to the selection of an appropriate volunteer position.

King, A. E. O. I. & Gillespie, D. R. (1985, Fall). Administrative lessons from volunteer profiles. *The Journal of Volunteer Administration*, 28-37.

This article discusses the ideas presented by Thomas J. Peters and Robert H. Waterman, Jr., in the book, *In Search of Excellence*, and how their ideas for business management techniques can be applied to volunteer management. The text emphasizes four principles that will help administrators develop a more effective program. They are (1) develop a bias for action, (2) stay close to clientele, (3) promote productivity through people, and (4) identify and stick to values of the organization.

Kipps, H. C. (Ed.). (1984). *Community resources directory*. Detroit: Gale Research Company.

This book is a guide to U.S. Volunteer Organizations and other resource groups, agencies, training events and courses, and local program models. It covers such management areas as funding, public relations, information and referral, business and industry involvement, leadership development, special volunteer groups, and central recruitment operations. (Useful resources for all areas).

Kotler, P. (1975). *Marketing for nonprofit organizations*. Englewood Cliffs, NJ: Prentice-Hall.

The book is a compilation of marketing "how to's" for managing methods in assessing consumer needs; marketing products and services; planning; positioning; and controlling in a non-profit market. It describes marketing, concepts, and tools that will help organizations meet the needs of the various markets and publics served. This book describes all the basic marketing principles, focusing their applications for not-for-profit organizations.

Lynch, R. (1984, Winter). Preparing an effective recruitment campaign. Voluntary Action Leadership.

This article offers guides for identifying who to recruit, where to find the recruits, and what to say to the recruits. It covers the basic elements of a successful volunteer recruitment effort.

MacBride, M. (1979). Step by step: Management of the volunteer program in agencies. Bergen County, NJ: Volunteer Bureau of Bergen County.

The manual covers recruiting, interviewing, selection and placement, orientation and training, retention, budgeting and public relations. It includes all the basic elements needed for managers of volunteers. Also included are forms addressing job descriptions, application procedures, evaluation, and record keeping.

Maccoby, M. (1981). The leader. New York: Simon and Schuster.

This book challenges the traditional concepts of what management should be. It shows us how new managerial ideas must be adopted if we are to create a better and more successful way of working and living in the years ahead.

MacDuff, N. (1985). Volunteer recruiting and retention: A marketing approach. Walla Walla, Washington: Macduff/Bunt Associates.

The manual is divided into steps related to successful volunteer management. In each chapter, there is a narrative section which develops and explains those skills and ideas necessary to successful volunteer program. The next division is an exhibits section which provides outlines, handouts, overhead displays, and a bibliography for futher reading on the topic. The manual also points out that the best volunteer programs are those owned by the volunteers who work in them.

Marx, M. (1981, Fall). Volunteer/staff role review. Voluntary Action Leadership, 22-26.

This article presents guidelines for defining and negotiating role responsibilities so that staff and volunteers can form a mutually beneficial partnership. Many of the ideas can be transfered to middle manager/volunteer relationships.

McConnell, T. (1974). Group leadership for self-realization. New York: Petrocellic Books.

This book is for professional men and women who find themselves responsible for leadership of small groups, teams, and task forces but lack training in leadership techniques. This book is designed to provide the fundamental principles, practices, and procedures of group leadership by adapting behavioral science research. It has application for middle managers who are moving toward the use of work groups.

McGoldrick, L. C. (1976). Volunteers: Use them or lose them. Independent School, 36(2), 26-28.

This article discusses some ideas about being a professional in educational fund-raising and working with volunteers with particular attention toward improving the use of those volunteer workers.

Miller, E. H. & Rittenburg, T. L. (1983, Summer). Continuing education for today's volunteer leader. The Journal of Volunteer Administration, 44-49.

A needs assessment was conducted to determine: (1) if continuing education was still important to volunteer leaders, (2) what type topics were relevant to their needs, (3) why documentation of training completion was important, and (4) how the program could best be packaged and marketed. The findings of this needs assessment indicate substantial support for continuing education activities for volunteer leaders. Interest was high in obtaining a volunteer leader certificate for completion of studies.

Miller, J. H. (1983). Adult basic education and English as a second language volunteer program organizational handbook. Seattle: Washington Literacy. (ERIC ED 232 039)

This handbook, written for volunteer coordinators working with programs in adult basic education and English as a second language, consists of information dealing with the planning, day-to-day coordination, and follow-up efforts needed to utilize volunteers effectively. Includes a section on the volunteer coordinator. An annotated listing of resources and a handbook source bibliography are also provided.

Miller, L. E. (1985). Understanding the motivation of volunteers. Journal of Voluntary Action Research, 14(2-3), 112-122.

Contains a summary of research underlying the motivation and behavior of volunteers. Findings indicate that volunteers whose regular employment failed to satisfy their needs for psychological growth are involved and satisfied with volunteering to the extent they felt in control of their lives and wanted and expected volunteering to satisfy their growth needs. Volunteers whose regular employment did provide opportunities for psychological growth were more motivated by other rewards of volunteering.

Miller, M. E. (1981). Effectiveness of the 4-H life skills approach to leadership development. Doctoral dissertation, Oklahoma State University, Stillwater, OK.

The purpose of this research was to determine if the 4-H Life Skills Approach to Leadership Development as presented through the 4-H Leadership Life Skills materials was a more effective method of teaching leadership skills than current methods. Results proved that the 4-H Life Skills approach was a more effective means particularly in teaching the more complex skill classifications such as working with groups, management skills, and decision making skills.

Miller, R. (1978). *A life skills approach to leadership development: 4-H intern project report*. (Oklahoma State Universtiy, Cooperative Extension Service, Stillwater).

This report was an attempt to look at leadership development from a life skills perspective. The report looks at the different leadership positions in 4-H from a club president to leader role and identifies and developes teachable skills that will increase competency in performing leadership roles.

Moore, L. F. (Ed.). (1985). *Motivating volunteers: How the rewards of unpaid work can meet people's needs*. Vancouver, B. C.: Vancouver Volunteer Centre.

This book examines volunteer job design and its relation to need satisfaction and need frustration, the effect of beliefs and expectations on volunteer work behavior, motivation and goal setting, how to motivate by enhancing volunteers' competence, future trends, and the implications for specific population groups as volunteers.

Moore, L. F. & Anderson, J. C. (1977). *Volunteer administration: Readings for the practitioner*. Vancouver, B.C.: The Voluntary Action Resource Centre.

The readings should be of interest to volunteer coordinators or others in administrative or supervisory capacity in an agency using volunteers. They are designed to provide those individuals with the tools and techniques of administration which are required to perform administrative work in an effective manner. These readings would prove helpful to others interested in volunteer administration whether they be students, teachers, researchers, volunteers, or leaders of self-help groups.

Muhamad, J. N. (1983). *Rural community influentials: Participation in local voluntary organization*. Unpublished doctoral dissertation. Louisiana State University and A&M College, Baton Rouge.

The purpose of this study was to identify the variables or types of variables that are possible predictors of organizational participation. Middle Managers could find the information useful in the recruitment of 4-H volunteers.

Munson, M. K. & Parson, J. (1979, July-August). 4-H paraprofessionals: Defining their tasks. Journal of Extension, 17, 16-22.

This article presents a process for defining roles of Extension 4-H youth program staff--professionals, paraprofessionals, and volunteers. Process is intended to enhance program management by improving the effectiveness of paraprofessionals and other staff.

Nadler, L. (1982). Designing training programs: The critical events model. Reading, MA: Addison-Wesley.

This book identifies the "critical events" that must take place when designing a training program. Chapters dealing with: learning the use of models; identifying the needs of the organization; evaluation and feedback; specifying job performance; identifying learning needs; determining objectives; building curriculum; selecting instructional strategies; and obtaining instructional resources are included.

National 4-H Club Foundation. (1973). Recruiting 4-H volunteer leaders. (Extension Service, Department of Agriculture, Washington, DC). (ERIC ED 110 790)

This report discusses why volunteers serve, how to recruit them, where to look for recruits, and what is expected of the volunteer.

Naylor, H. H. (1973). Volunteers today: Finding, training and working with them. New York: Dryden Associate.

A comprehensive book of principles and practices for all who work with volunteers. It provides basic help in trends, volunteer/staff work patterns, motivation, assignments and training events. For volunteers as well as for improving the effectiveness and satisfaction of the volunteer.

Naylor, H. H. (1976). *Leadership for volunteering*. New York: Dryden Associates.

Looks at the broad spectrum of opportunities for volunteers. Such topics as voluntary action for the mentally disabled, the volunteer as advocate, volunteers in government, aspects of volunteer training, volunteer careers, and volunteers in welfare are just a few of those covered in this comprehensive book. This book appeals for order, not chaotic development of the volunteer.potential with strong administrative support.

Naylor, H. H. (1985). Beyond Managing Volunteers. *Journal of Voluntary Action Research, 14*(2-3), 25-30.

The article includes a taxonomy of volunteer functions which was developed by the author. It challenges us to devote more attention to the effects of volunteering, its impact on the volunteers, on human service clientele, on agency projects and programs policy development within and beyond the public policy at all levels.

Noland, R. W. (1982). *An assessment of middle-management volunteers in Oregon's 4-H program*. Unpublished doctoral dissertation, Oregon State University, Corvallis.

Examines the relationship between the participation of youth in 4-H programs using middle-management volunteers and selected variables such as: activities, attitude management, communication, and progam volunteer characteristics. Findings were: volunteers from programs with higher participation were less satisfied; those from lower income families were effective in recruiting; those whose roles were delineated were more productive; and those receiving more staff leadership were less productive.

Northeast 4-H Family Life-Personal Development Committee. (ND). *The world of a young person*. (Cooperative Extension Service, Pennsylvania State University, University Park, PA).

This book presents an inside view of youth. It presents ideas that leaders should think about as they work with young people. Stresses the fact that even though all young people have similar growth patterns each child is unique and maturing at his/her own rate.

O'Connell, B. (1976). *Effective leadership in voluntary organizations: How to make the greatest use of citizen service and influence*. New York: Walker & Company.

A practical guide to organizing and managing volunteer organizations. This book is divided into sixteen chapters that discuss all major areas of a volunteer organization. Topics discussed include getting organized, the roles of president, volunteer and staff, recruiting and training, program planning, using board of directors, fund raising, communication, dealing with controversy, and evaluation. This book would be an excellent reference guide for volunteer managers.

Park, J. M. (1983). *Meaning well is not enough: Perspectives on volunteering*. South Plainfield, NJ: Groupwork Today, Inc.

Presents an historical perspective on volunteerism and describes types of volunteers. Also makes predictions about the future of volunteerism.

Park, J. M. (1984, Spring). The fourth R: A Case for releasing volunteers. *The Journal of Volunteer Administration*, 1-8.

This article recognizes release of volunteers as an essential part of program management. Discusses administrator initiated release and volunteer initiated release and how to evaluate and change a program as a result of these personnel changes. Develops the idea that the release concept can lead to everyone's best short and long-term interest.

Patton, J. H. (1982, Winter). Building volunteer/paid staff teamwork from the top. *The Journal of Volunteer Administration*, 15-19.

This article suggests that volunteer administration owes it to the unpaid staff members and to the field of volunteerism to give the servers proof of how valuable they are. Two examples, briefly described in this report, offer evidence of paid staff response to volunteers' need for acknowledgement of volunteer worth.

Pearce, J. L. (1980). Apathy or self-interest? The volunteer's avoidance of leadership roles. *Journal of Voluntary Action Researh, 9*(1-4), 85-94.

The attainment of leadership/authority in all-volunteer organization is examined. It was found that in voluntary organizations, leadership positions were easy to obtain but were not sought by most. In contrast, members of matched employee-staffed organizations actively sought positions of leadership but found these difficult to obtain. Reasons for this difference are explored, and some of the implications of the volunteer's avoidance of authority are offered.

Pell, A. R. (1972). *Recruiting, training, and motivating volunteer workers*. New York: Pilot.

A short, comprehensive text to guide professional staff and volunteer leaders in the best techniques in selection and utilization of man power. Techniques of behavioral science suitable for adaptation to volunteers are covered. This material can be adapted to fit any volunteer organization.

Phillips, M. H. (1982). Motivation and expectation in successful volunteerism. *Journal of Voluntary Action Research, 11*(2-3), 118-125.

Using data from a study of the Fresh Air Fund Program, in which both recipients of service and volunteer providers were interviewed, the idea that volunteerism must be thought of as a social exchange is explored. It is demonstrated that the motivation to be a volunteer differs at different stages in the volunteer effort. The degree to which expectations need to be met or exceeded in a successful volunteer effort is highlighted. Practice principles are drawn from the findings.

Public Management Institute. (1979). *Managing volunteers for results*. San Francisco: Author.

This manual includes hundreds of forms, checklists, and worksheets to help managers implement a volunteer program that meets their organizations's needs--and generates enthusiasm among volunteers. It provides specific techniques to create a positive climate for volunteers in an agency, recruit and motivate many different kinds of volunteers, become a more effective volunteer manager, and evaluate effectiveness of the volunteer program.

Public Management Institute. (1983). *Evaluation handbook*. San Francisco: Author.

This 3-ring binder explains how to design and conduct evaluations. It is especially helpful for program review and proposal writing. Special topics included in this manual are: how to use evaluation design to increase project "fundability"; 17 methods for data collection; and how to prepare a powerful evaluation report.

Quick, T. L. (1977). *Person to person managing: An executive's guide to working effectively with people*. New York: St. Martins's Press.

This is a "how-to" management book about managing people. It answers the questions--how can you be a leader?, and how can you keep accomplishing your objectives? The book is targeted to executives who realize that no matter how well they master the technical aspects of their work, their success will always depend on the people they work with.

Rauner, J. (1980). *Helping people volunteer*. San Diego, CA: Marlborough Publications.

A workbook that covers several areas: program influencing factors, opinion surveys, job development, recruitment, orientation, interviews, placement, training, supervision, evaluation and recognition.

Reichlin, S. D. (1981). *From civic duty to psychological reward: The changing rationale for volunteering in America*. Unpublished doctoral dissertation, University of Pittsburg.

Traces the evolution of rationales for volunteering. Includes an extensive review of the theoretical and empirical sociological literature on volunteering.

Resource library bibliography. (1984). St. Paul: Minnesota Office on Volunteer Services.

This bibliography contains a listing and description of the materials that are available through the Minnesota Office on Volunteer Services Resource Collection. Books in this collection can be checked out by the general public for a period of three weeks.

Richard, R. F. & Verma, S. (1984, November/December). Sharing the 4-H job with leaders. Journal of Extension, 22, 19-23.

This article discusses the need for agents to look to leaders to assume greater program responsibility. Leaders, by the same token, need to be better trained and supervised.

Richards, L. (1982, Winter). Education for volunteer program management. The Journal of Volunteer Administration, 20-24.

A description of how the author planned, taught and evaluated a course in managing volunteer programs. Suggestions are offered in the student and teacher evaluations to possibly improve the course.

Robinson, J. W., Jr. & Clifford, R. A. (1972). Process skills in organization development. (Cooperative Extension Service, University of Illinois, Urbana).

The purpose of this workbook is to help develop more effective process skills in organization development. It has been prepared as a guide to help understand, structure, and develop behavior in groups and organizations. This contains several kinds of learner activities including modular workbooks.

Robinson, J. W., Jr. & Clifford, R. A. (1974). Process skills in human relations: A leader's guide for extension professionals. (Cooperative Extension Service, University of Illinois, Urbana, IL).

The purpose is to create a better understanding of human relations and to help extension professionals and community leaders develop more effective process skills. The learning modules include communication, motivation, stress, prejudice, games, behavioral analysis, and goal setting. A variety of learning activities and visual aids are included.

Rohs, F. R. (1982). Social background, personality and attitudinal factors influencing the decision to volunteer and level of involvement among adult 4-H leaders. Unpublished doctoral dissertation, The Ohio State University, Columbus.

This study investigates the relationship between social background, personality and attitudinal factors and the participation of adults in the 4-H program in Ohio. It concludes that several social background factors are associated with continued participation, length of service and intensity of involvement of 4-H volunteer leaders. Attitudinal factors are associated with voluntary participation. The more benefits leaders perceive 4-H to offer, the more likely they are to continue as 4-H leaders.

Russell, K. L. (1981). The how in parliamentary procedure. Danville, IL: The Interstate Printers.

For all individuals who participate in group meetings. Students, class officers, club members, and teachers will find this book to be a valuable guide for conducting their meetings. Busy adults who belong to parent groups, civic clubs, and other organizations will be delighted with the simple explanations of parliamentary procedure.

Rutledge, J. A. (1983, October). 4-H volunteer job-facet satisfaction and turnover. The National Association of Extension 4-H Agents research conference, Portland, OR.

This report was designed to provide 4-H agents information on the level of satisfaction among volunteers on certain facets of their volunteer job. The survey points out several areas that are within the control of the agent and can be modified to better suit the volunteer. These include the use of job descriptors, volunteer contracts, and provision of adequate training. The volunteers also want feedback on their performance and recognition for their efforts.

Ryl, E. (ND). *You can surpass yourself: Instill the confidence and desire to succeed* (film). New York: Ramic Productions.

A motivational film that strives to remove resistance to new ideas. The film teaches: all of us limit ourselves; you can learn how to learn; you have to risk failure to experience success; confidence is the feeling it can happen; there are four levels of teachability, and understanding them gives you greater control of your own behavior; learning can be fun; you may be looking, but are you seeing; what you say to yourself determines everything you do; and team effort depends upon indivdiual effort.

Ryl, E. (ND). *You pack your own chute* (film). New York: Ramic Productions.

Based on the concept that you control your own destiny, the film teaches: you choose your own behavior; unrealistic fears get in your way and keep you from becoming what you want to be; everyone is afraid of something; people cling to inappropriate behavior because it is familiar and safe; failure is never permanent--unless you let it be; you create your fears, so you can elimenate them; most people love to blame something outside themselves; and we have to be aware of feelings to cope with them.

Saccomandi, P. & Host, B. R. (Ed.). (1981). *The volunteer skillsbank: An innovative way to connect individual talents to community needs*. Arlington, VA: Volunteer, The National Center for Citizen Involvement.

Based on findings of the Citizen Volunteer Skillsbank Project, the publication introduction of a skills bank into a community setting alters the traditional relationship among volunteer, community service organizations, and the volunteer clearinghouse. A skills bank establishes primary continuity and meets the volunteer's full range of interests over time. A skills bank identifies volunteer resources in anticipation of agency needs.

Salmon, C. R. (1982). Factors influencing 4-H adult volunteers adoption of new skills and knowledge presented at the Texas 4-H Center from January 1, 1980 to December 31, 1981. Unpublished doctoral dissertation. Texas A&M University, College Station, TX.

The study focuses on measuring the influence of training held at the Texas 4-H center on 4-H volunteer leader roles; identifying factors which influence a 4-H adult volunteer's adoption or useage of new skill(s) and/or knowledge; and determining if participants shared their newly learned information with fellow leaders in their district, county and/or local club. Implications include recommendations for the management of volunteer programs.

Saxon, J. P. & Sawyer, H. W. (1984, Summer). A systematic approach for volunteer assignment and retention. The Journal of Volunteer Administration, 39-45.

Establishes three objectives that should help directors involve and retain volunteers: (1) match the volunteers' skills and abilities with the agency's tasks, (2) relate the assignment to the volunteers' work values, and (3) involve the volunteer in activities that respond to personal needs and interests. A systematic approach is presented to assist the director in reaching these objectives. An analysis of past work or present occupation are key figures discussed in relating to volunteers.

Scheier, I. H. (1978). Winning with staff: A new look at staff support for volunteers. Boulder, CO: National Information Center on Volunteerism.

Several specific, practical strategies to catalyze staff and middle management support of volunteers. Identifies and re-examines some basic assumptions about the nature of the problem and the most effective solutions. Also, staff motivation and rewards are emphasized as well as orientation and training.

Scheier, I. H. (1980). Exploring volunteer space. Boulder, CO: National Center for Citizen Improvement.

A book that offers creative variations of volunteer involvement. It will open the potential for identifying and recruiting more people for volunteer participation.

Scheier, I. H. (1981). The new people approach handbook. Boulder, CO: Yellowfire Press.

"People approach" strategies have been developed and tested for use in designing the volunteer jobs, recruitment, placement, staff/volunteer relations, and teambuilding. This book helps to equalize the difference between what people want to do and what.people can do in volunteer roles.

Schindler-Rainman, E. (1983). Trends and changes in the volunteer world. Journal of Voluntary Action Research, 11(2-3), 157-163.

Social changes and their effect upon past, present, and future voluntarism, along with the challenges for those involved in the.many aspects of volunteering, are examined. Specifically discussed are the profile of the volunteer, the various categories of volunteers, the older and newer volunteer populations, doing more with less, concern with human underutilization, changing values, corporate sector social responsibilities, changing technology and communication resources, and future planning.

Schindler-Rainman, E. & Lippitt, R. (1977). The volunteer community: Creative use of human resources, (2nd Edition). La Jolla, CA: University Associates.

This book presents a comprehensive approach to training persons to utilize advisory groups in program development. Includes a.useful discussion of volunteerism, its history, and present status. Offers a practical guide on recruitment, orientation, and.training of volunteers and management of programs.

Schindler-Rainman, E. & Lippitt, R. (1980). Building the collaborative community: Mobilizing citizens for action. (Cooperative Extension Service, University of California, Riverside, CA).

A report of seven years of exploration (1970-77) with 88 communities of varing sizes across the United States and Canada. It focuses on how to strenghten communities by developing volunteer support systems with emphasis on collaborative efforts. Various models, designs, and structures to enhance mobilization and collaboration are discussed.

Schindler-Rainman, E. with Adolph, V. (1981). *Transitioning: Strategies for the volunteer world*. Vancouver, B. C.: Voluntary Action Resource Centre.

This book offers suggestions on how to recruit volunteers from different populations such as high school/university students, disabled persons, etc. Shows value of volunteer work as a help in transition from one life style to another, e.g., work to retirement.

Schubert, J. R. (1984, December). Speak up. *National 4-H News*, 14, 22.

This article promotes the idea of using group presentations in recruiting volunteers. The author suggests having a workshop to train volunteers in speech preparation and presentation techniques. The workshop should stress four steps: (1) know your organization, (2) know your audience, (3) know how to organize your talk, and (4) know your platform style.

Schwarz, J. (1981, Spring). Some principles, reflections and suggestions on training volunteers. *Voluntary Action Leadership,* 32.

This article gives observations that are applicable to many needs and many training situations. Includes who should train, planning, supervision, evaluation and many other topics in concise terms.

Schwertz, C. (1978, November-December). Volunteers as middle managers. *Journal of Extension, 16*, 23-29.

This article discusses the need for additional volunteer middle managers to work with extension agents in 4-H clubs for effective organizational structure and quality programs. Included is the value of these middle managers and their recruitment, selection, training, use, recognition, and evaluation.

Seguin, M. M. & McConney, P. F. (1985, Spring). Team building and older volunteers. The Journal of Volunteer Administration, 39-46.

This article looks at the advantages of using older volunteers. Gives an example of how one agency successfully uses retired persons in its work. Points out the fact that volunteering is a means whereby retired persons can pursue the dual objectives of attaining the goals of the organization and satisfying some of their own needs as older adults.

Sigler, R. & McNutt, J. G. (Fall, 1982). The use of management information systems in volunteer program management. The Journal of Volunteer Administration, 47-54.

Discusses the use of management information systems in a volunteer organization. Topics discussed are: (1) advantages of using a management information system; (2) concepts of management feedback processes; (3) designing a management information system; and (4) using management information system data.

Slotnik, W. J. & Others. (1979). Training volunteers in community education: A manual for staff members in community decision making settings. Boston: State Department of Education, Bureau of Adult Services. (ERIC ED 230 448)

Methods for encouraging community involvement and training community volunteers for decision making positions in community schools are described. Specific topics include citizen involvement, advisory councils, decision-making councils, internal organization, the staff-community relationship and structure, recruitment, training, program planning, finances, and political and personal frameworks.

Smith, D. H. (1981). Altruism, volunteers, and volunteerism. Journal of Voluntary Action Research, 10(1), 21-36.

This article examines research findings from several disciplines and fields of volunteering to conclude that it is a mistake to view volunteers as principally altruistic. Rather, it argues, volunteering is essentially an instrumental (though not necessarily selfish) activity, done to achieve ends which the volunteer finds rewarding. The policy implications of this view are explored.

Smith, K. L., & Bigler, N. M. (1985, Summer). Keeping 4-H volunteer leaders. Journal of Extension, 10-12.

This study was conducted to determine differences between continuing 4-H volunteers and discontinuing leaders. Findings show volunteers who received more tangible recognition and volunteers involved in a continual training program were more likely to continue their service. These findings are things agents should be aware of and consider when planning their volunteer programs.

Snider, A. B. (1984, November). Key volunteers strengthen the 4-H program. Paper presented at NAE4-HA Conference Seminar, Chicago, IL.

This paper highlights observations and presents interpretations of the key volunteer approach to a more volunteer-centered 4-H.program. The paper includes: (1) a brief description of volunteer program management in some counties and states, (2) benefits of the program, (3) shifting or changing role of agents, (4) expectation of agents, (5) relationship between agent and key volunteer, (6) factors that encourage the program, and (7) limitations and precautions.

Stenzel, A. K. & Feeney, H. M. (1976). Volunteer training and development. New York: The Seabury Press.

A manual useful in meeting the needs for training and developing volunteers with differing backgrounds. Principles of adult education are used in planning and evaluating the volunteer training programs. Also included are helps for meeting the needs of volunteers who are disadvantaged and those who are retired.

Stephens, W. N. (1983). Explanation for failures of youth organization. Annual Meeting of the American Educational Research Association, Montreal. (ERIC ED 228 440)

The most commonly mentioned reason for failure of youth organizations is "the leader leaves." The paper mentions possible outcomes that arise. A second reason for failure is lack of commitment. Strategies for the control of commitment are given. A final reason for failure involves a crisis of support. Both money and adult volunteers are needed, but the competition for them has grown as the number of youth groups has multiplied.

Sterling, J. C. (1971). *District Leaders*. Ithaca: 4-H Youth Development Office, Cornell University.

This booklet outlines ways for adult 4-H volunteers to serve youth and other leaders beyond their own communities.

Sterling, J. C. (1985). *Volunteers as managers*. (Association of Voluntary Action Scholars, Pennsylvania State University, University Park, PA).

This report describes one strategy used to reverse downward trends in a college alumni association. Key features in the plan were: (1) the transfer of responsibility for membership from the Alumni Office at Cornell to local districts, (2) personal contact for memberships, (3) volunteer alumni leadership development, etc.

Stohler, R. F. & Rockwell, S. K. (1983, October). *The beginning 4-H volunteer leaders continuation in the leadership role*. Portland, OR: National Association of Extension 4-H Agents Research Conference.

This study was conducted to determine why newer 4-H leaders decide to discontinue in the leadership role, additional information needed by first year leaders, and differences in those adults who continue to serve as leaders and those who discontinue. The study found two reasons leaders discontinue: a lack of parent cooperation and 4-H was time consuming. Many leaders also said they did not have the opportunity for leadership training.

Strenghtening and expanding 4-H programs in urban areas. (1983). (National 4-H Council, Chevy Chase, MD).

A handbook compiled from resource materials collected at the four regional workshops held in 1983. Intended as a resource for 4-H and youth agents involved in developing or expanding 4-H programming in an urban setting. Included are materials with an organizational/management approach, as well as specific project ideas that have proven successful in counties across the country.

Stringer, G. E. (1985, Spring). Staff/Volunteer relationship "perceptions". The Journal of Volunteer Administration, 7-9.

This article examines the perceptions that paid staff and volunteer workers often have about time at work, authority and the chain of command, and power. The author presents the idea that a middle ground between organizational structure and flexibility needs to be found.

Sullivan, K. S. (1979). A comparison of the perceptions volunteer 4-H youth leaders and extension 4-H youth agents have of their involvement in the 4-H program. Unpublished master's thesis, Mississippi State University, Mississippi State.

This study was to determine the differences in the perceptions volunteer 4-H leaders and youth agents in Mississippi have of their involvement in the 4-H program. There was found to be significant difference in the perceptions of two groups toward three job tasks: the volunteer leaders encourage youth to participate in 4-H activities for awards, the Extension agents are willing to listen to volunteers' concerns, and the extension agents are concerned about the progress of each 4-H clubs.

Tate, M. J. (1976, September-October). Delegation: Key to more time. Journal of Extension, 14, 21-22.

Implications are presented for the delegation of responsibilities and authority in a 4-H program.

Training volunteers: Does it differ from staff training?. (1985, Spring). Voluntary Action Leadership, 32.

Four volunteer trainers, representing a variety of backgrounds, discuss their experiences and make recommendations for training.volunteers.

Trecker, H. B. (1950). Social group work, principles and practice. New York: The Woman's Press.

The primary objective is to present material which is important for the beginning group worker to understand. It is to help new workers develop an approach to working groups and a point of view about them that will ultimately lead to deeper knowledge, insight and skill. First half especially beneficial. A classic.

Ulbrich, H. H. (ND). Volunteerism: A bibliography. (Strom Thurmond Institute of Government and Public Affairs, Clemson University, Clemson, SC).

A bibliography of materials resulting from a search of six data bases. Data bases searched include: U.S. Government's Monthly Catalog, the Public Affairs Information, Sociological Abstracts, Psychoinfo, Management Contents, Economic Literature Abstracts. A total of 779 entries are included.

Vineyard, S. (1981). Finding your way through the maze of volunteer management. Downers Grove, IL: Heritage Arts.

A reference to help you through the maze of resources of volunteer management. Gives listings, descriptions and contact information in an easy to access format. Covers resource organization and publications, volunteer groups, books, periodicals and reference material.

Vineyard, S. (1981). Beyond banquets, plaques and pins: Creative ways to recognize volunteers & staff. Downers Grove, IL: Heritage Arts.

A book that presents low to no-cost ways of recognizing volunteers including youth, seniors, working volunteers, hospital and church volunteers. Discusses just what recognition is and is not.

Vineyard, S. (1984, Spring). Recruiting and retaining volunteers: No gimmicks, no gags! The Journal of Volunteer Administration, 23-28.

Looks at recruitment in three major components: management, marketing, and motivation. This author discusses how the majority of recruitment is done informally by satisfied volunteers telling others about their satisfaction. Describes how recruitment compounds itself positively, as volunteers are successful.

Volunteer for Minnesota community handbook, Part II. (1983). (Minnesota Office on Volunteer Services, St. Paul, MN).

A handbook containing chapters on recruitment, placement, orientation/training, supervision, recognition and retention, and planning the volunteer program. Developed as part of Volunteer for Minnesota: A project for developing public/private partnerships in communities.

Walker, J. M. (1983). Limits of strategic management in voluntary organizations. Journal of Voluntary Action Research, 12(3), 39-56.

This article reviews extensive research and practice to identify the limits of strategic management in voluntary organizations. It suggests how strategic management might be applicable to such organizations. The main thrust in this article is to propose that for voluntary organizations the feasibility, shape, and effects of strategic management depend upon their core attributes.

Whaples, G. C. and Bordelon, J. M. (1983). Employed women: Valuable 4-H volunteers. Journal of Extension, 11, 5-9.

This study was conducted to determine the relationship between employed women and the field of volunteerism. Findings show that employed women make up a major group of volunteers. Reasons for volunteering include: positive experience as a 4-H member, a desire to benefit their children and to help other young people, share employment related skills, and a creative outlet or change of pace from their employment.

White, S. L. (1981). Managing health and human services programs: A guide for managers. New York: The Free Press.

This book is addressed to those professionals who have recently become, or aspire to be, managers in social work, psychology, nursing, education, medicine, and related disciplines. It begins by introducing the new or aspiring manager to the many difficulties inherent in making the transition from clinician to manager. Also covers some of the essential aspects of a human services manager's job and to provide basic information necessary to function effectively in the new role.

Wilson, M. (1976). The effective management of volunteer programs. Boulder, CO: Johnson Publishing Co.

One of the classics of volunteerism. Offers practical application of social science research and management principles in the administration of volunteer programs. Topics include: motivation, planning and evaluation, recruiting, interviewing, training, delegation of responsibility, staff training and job design.

Wilson, M. (1981). Survival skills for managers. Boulder, CO: Johnson Publishing Co.

Options, illustrations, and skills to deal with the changing world of today's manager are offered by the author, an experienced volunteer professional. Includes sections on creativity, problem solving, conflict management, stress management and time management.

Wilson, M. (1985, Spring). Volunteerism in a world turned upside down and going round and round. The Journal of Volunteer Administration, 56-62.

Focuses on these changes in the world today: (1) What is happening to the makeup of our population? (2) What is happening relating to jobs and the work place? (3) Where are people living? and (4) What are the attitudes and values of Americans in the mid-1980's? Discusses these changes and offers some observations regarding implications for volunteerism and leaders.

Wongsamun, C. (1983). Analysis of selected factors affecting the success of community 4-H clubs in Pennsylvania. Unpublished doctoral dissertation, Pennsylvania State University, University Park.

The purpose was to analyze selected factors in the success of Pennsylvania community 4-H clubs. Factors included club characteristics, and characteristics and attitudes of 4-H leaders and members. The more successful clubs had a higher number of club members, adult and teen leaders, projects, members in each project, new projects/activities, club committees, members on each club committee, and project committees.

Wongsamun, C. and Heinsohn, A. L. (1983, October). Analysis of selected factors affecting the success of community 4-H clubs in Pennsylvania. National Association of Extension 4-H Agents Research Conference, Portland, OR.

This study discusses characteristics of 4-H clubs chosen as being "more successful" or "less successful." The areas of study were characteristics of individual clubs, leaders, and teen members. Results show that characteristics of the clubs tend to be more dominant than characteristics of leaders and members, when applied to being "more" or "less" successful.

Wortman, M. S., Jr. (1981). A radical shift from bureaucracy to strategic management. Journal of Voluntary Action Research, 10(1), 62-81.

This paper identifies the changes which would be necessary in the structure and procedures of third sector organizations before strategic management could be effectively practiced with them, and suggests the performance changes that would probably flow from the use of strategic management in such organizations.

Yarbrough, E. (1985, Spring). Managing conflict. The Journal of Volunteer Administration, 51-55.

Discusses the characteristics of both unproductive and productive conflict management. Based on past conflicts that have been observed and reported by those in human services, a profile of conflicts is presented. These profiles give examples of how conflicts can be handled with maximum efficiency in terms of human time and energy, tensions can be reduced, and relationships preserved if possible.

MIDDLE MANAGEMENT - TRAINING MATERIALS

Allen, P. (1978). Designing 4-H with People. (Cooperative Extension Service, Colorado State University, Fort Collins, CO).

These materials focus on a concept of taking people where they are, identifying their interests and challenging them to assume more responsibility through motivation and involvement. Four areas are stressed: (1) the interest emphasis, (2) the communications emphasis, (3) the involvement emphasis, and (4) the management emphasis. Supporting materials are presented, including vignettes, sound/slide presentations, and various exercises. The recruitment of volunteers to serve as middle managers receives special attention.

American Association of University Women. (1976). Tool catalog - Techniques and strategies for successful action programs. Washington, DC: Author.

This is a catalog of approaches and techniques useful in planning and executing projects. It provides step-by-step processes for carrying out various techniques using low budgets and volunteers. Sections include dealing with institutions, fact finding, publicity, information gathering techniques, organization and planning, and demonstrations of support or opposition.

Anderson, J., Moore, L. and Ross, P. (1977). Training the volunteer coordinator: A course handbook. (Vancouver Volunteer Centre, Vancouver, BC).

A handbook to aid in conducting or developing a program for volunteer coordinators. This course can provide an introduction to administrative skills required by thevolunteer coordinator. This material is presented in two parts. Part I contains an outline of the areas to be covered and a list of reading and handout materials. Part II contains exercises and incidents which can be used with Part I.

Bremer, M., Green, Hogendobler, Norman, Thompson, Wolff, Patelski, & Munson, K. (1984-85). Key leader handbook. (Cooperative Extension Service, University of Illinois, Urbana-Champaign).

This is a resource handbook for middle management volunteers. Information is offered in: (1) recruiting 4-H leaders, (2) organizing new clubs, (3) orienting new 4-H leaders, (4) planning club programs, (5) counseling and supporting club leaders, (6) 4-H opportunities beyond the club, and (7) supervising key leaders.

Burt, R. F. & Douglas, M. (1977). The community resource person's guide for experience-based learning. Northwest Regional Educational Laboratory, Portland, OR.

For community people who volunteer to help students learn outside of the classroom. Includes definitions associated with experience based learning and being a resource person. A checklist for planning time with students, ideas for presentation, and how to evaluate the presentation are discussed in detail.

Caskey, F. & Carlson, W. (1980). 4-H club leader handbook. (Cooperative Extension Service, University of Minnesota, St. Paul).

The handbook is designed for use by and with 4-H club leaders. It is written around the theme of "teamwork" and focuses on how team leaders work with people in order to accomplish the mission of the club. Specific topics include youth development, life long human development, helpership, and communications. This resource is useful to agents and middle managers as they plan and conduct training for 4-H volunteers.

Clark, T., Griffin, M., & Avrit, L. (1984). Peer plus II. (Cooperative Extension Service, Michigan State University, East Lansing, MI).

This notebook is designed to improve personal communication skills in youth and adults. Nine modules and two training guides are included. Modules are: (1) introductions, (2) the self and others, (3) listening, (4) receiving and sending messages, (5) decision making, (6) trusting, (7) stress management, (8) values, and (9) contracts and journals.

Cook, M. J. & Ott, H. R. (1982). *Volunteer middle management in 4-H*. (Cooperative Extension Service, Pennsyulvania State University, University Park).

A handbook for use by Extension agents in a county 4-H program. Information is provided on the role of the educator/manager, strategy for implementation, motivational material, training aids, expectations, and references for study relating to middle management.

Cooperative Extension Service, University of Nebraska-Lincoln. (ND). *Growing: A life skills learning experience.* (video cassette). (Cooperative Extension Service, University of Nebraska).

A series of color video cassettes for the continuing education of experienced 4-H leaders. Through the use of skillful narration and dramatization, each program teaches the concept of life skills as developed through 4-H experiences. The programs present 4-H leaders as facilitators of lifeskill development. The six programs cover areas such as an overview of life skills, communication, responding and relating to one's self and way of life, how to think for one's self using 4-H to develop problem solving skills, and how to make decisions.

Cooperative Extension Service, University of Nebraska-Lincoln. (ND). *4-H VIP's volunteers in practice* (video cassette). (Cooperative Extension Service, University of Nebraska-Lincoln.)

A series of color video cassettes designed to inform new 4-H leaders about the purpose and objectives of the 4-H program and to develop 4-H leadership skills. Nine programs make up the series and provide information on 4-H organization and philosophy, the types of leaders, program and meeting planning, understanding youth, teaching methods, using resources, projects and activities, and working with parents.

Coover, V., Deacon, E., Esser, C., & Moore, C. (1977). *Resource manual for a living revolution*. New Society Press, Philadelphia, PA.

This manual contains a section on designing and conducting workshops, ideas about consciousness raising, developing a social-change theory, group dynamics, meeting facilitation, personal growth, conflict resolution, support systems, and organizing.

County 4-H and youth council handbook. (ND). (Cooperative Extension Service, University of Illinois, Urbana).

A teaching outline for adult volunteers working directly with youth. Basic counseling skills in listening, observing, problem solving, projecting an open image, and evaluating interpersonal communication. Audiovisual aids are available for use with the outline.

Dyer, D. A. and Williams, O. M. (1985, April). Developing local community leaders. (Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, VA.)

A publication for use in the training of community leaders. This publication examines some of the concepts and definitions of leadership and attempts to increase the layman's understanding of the factors which determine the effectiveness of leaders. This publication can also be used as a tool for community developers to develop and to assess the leadership competencies of the people they work and train.

Family Community Leadership. (1985). Managing Volunteer Programs. (Western Rural Development Center, Oregon State University, Corvallis).

This is designed for program leaders who have either not worked with volunteers or want to take a fresh look at creative ways for including volunteers in the service delivery of their program. It will also be helpful for planning and expansion or restructuring of an existing volunteer program. This guide offers a comprehensive treatment of all aspects of volunteer program management and consists of fourteen units and an introductory section. Materials include masters for transparencies and for handouts.

Focus on leadership. (ND). (Cooperative Extension Service, Michigan State University, East Lansing, MI).

Training material for leaders packaged in a seven unit packet. Some of the units: (1) a preview of 4-H, (2) getting to know youth, (3) planning, (4) 4-H projects activities, (5)reviewing action on how to use a review to plan, and (6) paths to parent-leader communication.

Four-H Vital. (ND). (Cooperative Extension Service, Oklahoma State University, Stillwater, OK).

This notebook contains a set of 25 unit topics of 4-H training materials. Learning experiences for these units include slide tape presentations, transparencies, tape presentations, and group learning experiences. Unit topics include areas such as teaching methods, club and program planning and organization, awards, record keeping, public relations, job description, and motivation.

Four-H leaders handbook. (1982, May). (Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, VA).

This training manual explains the opportunities available to 4-H volunteers. Volunteer leadership roles are divided into two categories: (1) volunteers working directly with youth and (2) volunteers working primarily with other volunteers. A detailed outline of positions available in these two categories is described in this manual.

Freeman, V. H. (1981). A training course for the volunteer case aide, Social Casework, 62(9), 515-519.

Describes a training program designed to equip volunteers with the skills and knowledge necessary to function as case aides. The teaching techniques used were based on adult learning theory and utilized the life experiences of the participants.

Gottlieb, D. & Lewis, R. (1974, March). Study of 4-H youth and 4-H programming. (Cooperative Extension Service, Pennsylvania State University, University Park, Pennsylvania).

Research into four aspects of older youth in 4-H: factors associated with enrollment, involvement and attrition from 4-H, influences of the community on awareness, enrollment and attrition, various perceptions among different groups, factors predicting who enters and remains or drops out of 4-H and changes needed to maximize involvement in 4-H.

Greger, G. & Yandle E. (1983). *Volunteer program training guide*. (Western Rural Development Center, Oregon State University, Corvallis).

This is a training guide consisting of fourteen units and an introductory section. Each unit is complete with handouts and supporting materials. The guide emphasizes the integration of volunteers into all areas of the organization. Mutual benefit and shared responsibility are the desirable objectives of the volunteer program. Units range from assessment and goal setting to program evaluation. All aspects of volunteer program management are covered comprehensively.

Grieshop, J. I. (ND). *Master gardener sprouting kit*. (Cooperative Extension Service, University of California, Davis, CA).

This is a parallel concept to middle management in 4-H. In particular this kit should help answer such questions as: What steps do I follow to start a middle manager program? How much time is required to recruit volunteers to train them? To manage them? What kinds of tasks can the volunteers do? How much time does staff have to spend on the program? What is an effective way to organize and manage the program?

Guthrie, E. F. N., Miller, W. S., & Grimberg, W. (1978). *Making change trainer's manual: A guide to effectiveness in groups*. Minneapolis: Interpersonal Communication Programs, Inc.

The purpose of this manual is to help design training events, to teach skills for helping people manage and direct change in their own lives. Includes sections on self-awareness and group effectiveness.

Hayes, R. A. (1981). *Volunteer management for limited resource clientele*. (Cooperative Extension Service, Michigan State University, East Lansing, Michigan).

A training manual for use by professionals and volunteers working with limited resource clientele. The manual deals with the development and implementation of a system for identifying, recruiting, utilizing training, staff relations, and recognizing volunteer leaders. The emphasis is on the system's approach to using volunteer leaders in 4-H. Contains an organizational chart showing the management system.

Heinsohn, A. L. & Lewis, R. B. (1981). Recruiting low-income volunteers for 4-H youth programs. (Cooperative Extension Service, The Pennsylvania State Unviersity, University Park, Pennsylvania).

One of a three part series concerning.limited resource clientele. This part of the series includes three booklets which are: A Comparative Study and Field Testing of Recruitment, and Retaining Low-Income Volunteers in 4-H Youth Programs; Recruitment of Low-Income Volunteers in 4-H Youth Programs: A Manual; and Recruitment of Low-Income Volunteers in 4-H Youth Programs: A Bibliography. Materials which will prove useful in recruiting needed volunteers from low socio-economic clientele. Funded by ES-USDA.

Helping hands: The key to success. (1979). (Office of Training and Human Development, YMCA of Metropolitan Chicago, Chicago, IL).

An invaluable step-by-step handbook for use in establishing and operating a volunteer program. Although developed for a YMCA setting, the procedures and suggestions are applicable to all types of volunteer programs. This manual is especially useful for the model forms it offers on job descriptions, agreements and contracts, training, record keeping, interviewing, volunteer performance, appraisal, and termination. An excellent single-volume guide to creating a well-managed volunteer program.

Helping leaders help youth. (1975). (Cooperative Extension Service, University of Illinois, Urbana-Champaign).

A training notebook that provides information on youth development, 4-H organizational structure, and leadership responsibilities. A complete audiovisual meeting package for home use and reference. Transparency masters, activity exercises, and other practical how-to materials are included. Specific emphasis is on helping leaders understand the various concepts and principles involved in youth development.

Helping you help officers and committees. (ND). . (Cooperative Extension Service, University of Illinois, Champaign, IL).

This is an informational packet to help 4-H leaders guide club officers. Information and handouts are included on selecting officers. Instruction is offered in meeting planning and procedures.

Hennessey, P. (1978). *Managing nonprofit agencies for results: A systems approach to long-range planning.* San Francisco: Public Management Institute.

This three ring binder of material is to be used in planning for agencies and organizations. A number of forms, worksheets, and checklists are included. Parts of the book are devoted to personal skills related to planning. A seven-step system for planning is discussed. Steps include: preparing your organization for planning, gathering planning data, setting goals, writing objectives, developing action plans, budgeting, and evaluation.

Hopkins, R. (1985). *Project V.I.P. training units.* (Washington, DC: Youth for Understanding.)

This is a volunteer development project made possible by a grant from the W. K. Kellogg Foundation to Youth for Understanding. Curriculum provides approximately 125 hours of video-based skill training for volunteer development.

Hougen, R. E. (1984). *County 4-H volunteer middle mangement program.* Position paper, Cooperative Extension Service, Iowa State University, Ames.

This paper presents information on 4-H volunteer "middle management" concepts, (volunteers managing programs with or through other volunteers). A model and explanation of the county 4-H middle management program in Iowa is included. The program consists of three levels of programming. A brief explanation of each level and the tasks associated with each are included.

Ingalis, J. (1972). *A trainer's guide to andragogy.* Washington, DC: U.S. Government Printing Office, Washington, DC.

Presents a theory of adult education; explains the role of the trainer and gives an organizational model for adult training.

Jeffiers, D. C. (1983). Effective county 4-H councils: A guide to the organization and function. (Cooperative Extension Service, University of Kentucky).

A reference guide to assist extension agents and 4-H leaders in establishing 4-H councils where they do not now exist and improving the effectiveness of those where they exist. Topics discussed are: organizational structure, council meetings, annual council program plans, and budgeting and fund raising.

Kearsley, A. R. (ND). Leads for leaders. (Cooperative Extension Service, Utah State University, Logan, UT).

A series of ten fact sheets to be used by 4-H leaders. Topics included are: (1) 4-H background, (2) starting a club, (3) learning and teaching, (4) 4-H leadership team, (5) program planning, (6) awards and recognition, (7) getting parent support, (8) understanding the youth, (9) project selection, and (10) 4-H events.

Leadership in groups and organizations. (1984, April). (Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, VA).

A correspondence course to provide practical information about leadership/leadership styles, meeting organization/management, motivation and communication theory/communication skills.

Lewis, R. B. & Cammasso, A. E. (ND). 4-H leader development. (Cooperative Extension Service, Pennsylvania State University, University Park, PA).

Contains training material to help extension agents train volunteer leaders. Material includes information on recruiting/retaining volunteers, planning leader forums, orientation material for new leaders, types of 4-H meetings and a reference list of reading materials.

Liles, R. T. (1981). *Training low-income volunteers for 4-H youth programs*. (Cooperative Extension Service, North Carolina State University, Raleigh, NC).

One of a three part series concerning limited resource clientele. This part of the series includes three booklets which are: Organizing 4-H Clubs in Public Housing Projects, A Success Motivation Approach to Volunteer Development, and Success Motivation in Groups and Inforamtion-Giving Modules. These materials are designed to help with the training of the limited resource volunteer by making use of processes and learning strategies that are effective for the limited resource volunteer. Funded by ES-USDA.

McKinney, T. T. (1983). *Life skills for 4-H leadership development, North Carolina 4-H agent's handbook*. (Cooperative Extension Service, North Carolina State University, Raleigh, NC).

A handbook for use in implementing "Life Skills for 4-H Leadership Development." This is a competency-based leadership and volunteer staff development program designed to empower individuals and groups while supporting their active involvement in achieving the mission of 4-H.

Merenda, D. W. & Hunt, M. (1983). *Creating and managing a corporate school volunteer program: A manual*. Alexandria, VA: National School Volunteer Program, Inc.

The training materials provide a systematic process of corporate school volunteer program development. The material identifies types of contributions companies/employees can make to support public schools; explains the need for a systematic approach to enlisting/managing volunteers; identifies practical problems that program planners/developers typically experience; explains why it may be necessary to design a unique program to establish a lasting partnership; and identifies the stages of the program development process.

Michigan State Office of Services to the Aging. (1976). *Developing your volunteer program in aging: Training design part 2*. Lansing: Author. (ERIC ED 167 858)

This manual is intended to aid agencies concerned with aging in planning volunteer progams. This volume helps the volunteer coordinator design and implement a successful training program for the volunteer network.

Mifflin, B. S. & Schwertz, C. (1977, March). Volunteer dimensions. (Cooperative Extension Service, Virginia Polytechnic Institute & State University, Blacksburg, VA).

Training materials for extension professional staff. A series of 6 lessons on various aspects of managing the volunteer program. Lessons are: (1) motivating volunteers, (2) jobs for volunteers, (3) identifying volunteers, (4) recruiting volunteers, (5) developing volunteers, and (6) volunteer programs.

Miller, R. (1983). Leadership life skills. (Cooperative Extension Service, Oklahoma State University, Stillwater, OK).

Designed to allow 4-H members/volunteers an opportunity to develop life skills to be more effective leaders. Based on basic leadership concepts, leadership roles in and out of 4-H, and life skills.

Mounter, C. T. (ND). Me! A leader? (Cooperative Extension Service, Clemson University, Clemson, SC).

A member and leader's guide that may be used to help individuals gain awareness that: (1) leadership is a developed trait, (2) everyone is a leader at certain times and (3) leadership abilities can be enhanced.

National 4-H Council. (ND). 4-H volunteer community. (National 4-H Council.)

An audio-cassette training module that covers: planning recruiting, implementing recruiting, contacting potential volunteers, retaining volunteers, recognizing volunteers, and program feedback.

National Council of Y.M.C.A.'s. (1974). *Training volunteer leaders: A handbook to train volunteers and other leaders.* New York: Author.

A comprehensive training program for leaders of small groups using basic adult learning concepts and examples. The training program is organized according to functions and competencies deemed helpful in carrying out each function. Exercises are employed to stimulate attitudes, knowledge, skills, and understanding as they relate to a specific competency. Subjects explored include feedback processes, role playing, group climate, motivational forces, problem solving, self-evaluation, guidelines for change, and life goals.

Organizational development: A guide for training boards and staffs of organizations. (ND). (Department of Communication Development, University of Missouri, Columbia).

A training manual designed to be used in a two day training conference. Transparencies are available for visual aids. Modules of instruction are: (1) responsibilities of the board, (2) responsibilities of staff, (3) program development, (4) using volunteers, (5) group dynamics, (6) citizen participation, and (7) extension resources.

Panton, F., March, S., & Ledbetter, F. (1984, July). *4-H new leader orientation*. (Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, VA).

The training materials are designed to orient new 4-H volunteer leaders. They are accompanied by a flip-chart, 4-H new leader orientation, and publication 388-005. Topics covered include: (1) types of 4-H leaders, (2) Meeting needs in meetings, and (3) program planning. This is an innovative way to train volunteers by using a visual aid.

Parsons, J. (1976). *Incentives in 4-H*. (Cooperative Extension Service, North Carolina State University, Raleigh, NC).

A training manual that contains 10 modules developed to help 4-H volunteers use incentives more effectively in their work with young people. The series is designed to be used by professional staff members as they work with volunteers in a group setting. A facilitation guide and suggested group exercises are also included.

Randall, J. S. (ND). _You and effective training._ Madison, Wisconsin: American Society for Training and Development.

Reprinted from _Training and Development Journal_, this is a 10-part "train-the-trainer" series developed to aid in the role as an instructor, to help do a more effective job, and to assist in obtaining desired results. Emphasis is placed on organizing, planning, communicating, developing communication aids, evaluation, and arranging a facility for an effective presentation.

Reese, C. C. (1982). _4-H alumni: Techniques and strategies of identifying and involving 4-H alumni._ (National 4-H Council, Washington, D.C.) (ERIC ED 225 802)

Techniques and strategies of identifying and involving 4-H alumni are discussed and described. Includes sections on: finding and organizing alumni; identifying resources; publicity methods; maintaining contact with alumni; contacting alumni; using the computer; and moving alumni into volunteer roles.

Schneider, T. F. (ND). _The orientation express._ (Extension 4-H Youth Agent, Oakland County, Michigan).

A handbook containing information that would be helpful to volunteer leaders in the 4-H program. Includes information on what 4-H is, how to work with youth, how to organize meetings, and places to seek help.

Schwertz, C. (1979, March). _4-H program management._ (Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, VA).

Training materials regarding 4-H program management. The author lays down a set of premises that form his ideas regarding 4-H program management. Five functions of management are discussed: (1) planning, (2) organizing, (3) directing, (4) coordinating, and (5) controlling. Presents management as a combination of dealing with people and getting the job done in an effective manner.

Seay, R. H. (ND). _Building a better board._ Battle Creek: The W. K. Kellogg Foundation.

An informal guide for a community program to improve boards of nonprofit, service organizations; includes sample agenda and questionnaires and case history of a workshop series conducted in Battle Creek.

Smith, C. A. (1982). New York state 4-H club management: A resource guide. (Cooperative Extension Service, Cornell University, Ithaca, NY).

This is a compilation of county samples of local club management materials. The notebook was developed for use as a resource guide for all those involved in club organization and maintenance. The three ring format provides an opportunity for you to make additions locally as need. Six sections deal specifically with: Developing a Club Management System; Building Public Awareness; Identifying and Recruiting Volunteer Clubs and Members; New Leader Orientation and Training; and Maintaining Clubs.

Snider, A. B. (1984, November). Key volunteers strengthen the 4-H program. Paper presented at NAE4-HA Conference Seminar, Chicago, IL.

This paper highlights observations and presents interpretations of the key volunteer approach to a more volunteer-centered 4-H program. The paper includes: (1) a brief description of volunteer program management in some counties & states, (2) benefits of the program, (3) shifting or changing role of agents, (4) expectation of agents, (5) relationship between agent and key volunteer, (6) factors that encourage the program, and (7) limitations and precautions.

Steele, S. (ND). Should we manage volunteers?. (University of Wisconsin, Madison, WI).

This article address the term volunteer manager and how it may affect extension personnel. The author gives insight into how the term may go against extension philosophy. Thought is given to managerial functions that may or may not apply to extension programs and how various situations require different handling of the management aspect.

Sterling, J. (1979, May). A middle management approach for New York state 4-H cooperative extension programs. (Cooperative Extension Service, Cornell University, Ithaca, NY).

This model is designed to improve the delivery of programs to meet the needs of people. It focuses on three groups which are felt to be middle managers: program assistants, key volunteers, and program development committees. This model can be used to identify needs and goals, clarify responsibilities, encourage training, set priorities, identify resources, provide an approach to programming, and involve more people at all steps of program development.

Sterling, J. C. (1984). A middle management approach to 4-H leadership development. (Cooperative Extension Service, The Ohio State Unversity, Columbus, OH).

Focuses on three management groups used by 4-H agents: program assistants, key volunteers, and program development comittees. This model puts all three groups in perspective and can be used to: (1) identify goals and needs, (2) clarify responsibilities, (3) encourage staff/volunteer training, (4) set priorities, (5) identify resources, and (6) improve program organization to better meet needs.

Sterling, J. C. (1984). A middle management approach to 4-H staffing. (Massachusett's 4-H Center, Ashland, MA).

A list of key leader selection and training guidelines. Guidelines are accompanied by a set of work sheets for extension agents to use in determining goals and program development.

Taranto, S. (1983). Coordinating your school volunteer program. Arlington, VA: Volunteer Readership.

This is a practical workbook for the manager or coordinator of school volunteer programs. It is also good for parents, teachers, and others who work with school volunteers.

Training-the-trainer resource book. (1978). New York: Girl Scouts of America.

Training sessions for trainers of volunteers are planned, examined, and evaluated in this book. Content, course outline and end results are suggested for adult education classes.

Volunteer Management Associates. (ND). Motivating your organization(video tape). (Boulder, CO: Author).

Through lectures, graphics and role playing, the first segment of this tape explores motivational theories as they impact both paid and volunteer staff performance. Segment two addresses the atmosphere of any group or organization, discusses nine factors which determine that climate, demonstrates how a healthy climate influences motivation. (From Marlene Wilson).

Volunteer Management Associates. (ND). Recruiting and interviewing volunteers(video tape). (Boulder, CO: Author.)

Getting volunteers interested and keeping them involved are critical concerns of every organization. Here, role plays are used to contrast inappropriate recruitment methods with effective techniques - providing vital information for volunteer directors, nominating committees and non-profit leaders. Assigning the right person to the right job is the key to sound volunteer management. Part two of the presentation demonstrates how asking appropriate, non-directive questions and listening carefully can help you make the correct match.

Western Rural Development Center. (ND). Family community leadership notebook. (Western Rural Development Center, Oregon State University, Corvallis).

A three ring binder of learning materials that can be used as a tool to help train community citizens in affecting public policy at the local level. Units include: (1) leadership in group management, (2) public policy, (3) family issues, (4) teaching methods, and (5) evaluation.

What is 4-H? (ND). (Cooperative Extension Service, Mississippi State University, Mississippi State, MS).

A set of instructional materials which may prove useful for those who work with volunteers. Includes eight teaching plans for working with volunteers. The topics are: what is 4-H, how to organize a 4-H club, how to conduct a 4-H club meeting, how to plan a 4-H club program, how to involve parents in the club program, what to expect from 4-H members, ways to get 4-H'ers involved, and benefits of 4-H.

Winiecki, D. R., Murphy, A. B., Liles, R. T. (1981, January). Information - giving modules: A set of seven learning resources. (Cooperative Extension Service, North Carolina State Unversity, Raleigh, NC).

Training material consisting of seven modules. Topics are: (1) youth: learning about them, (2) listening to youth, (3) responding to the youth, (4) finding youth needs and interests, (5) planning with youth, (6) doing, and (7) reviewing.

RESOURCE PERSONS
Middle Management

Milton Boyce
Assistant Deputy Administrator
4-H Administration
S & E, Extension Service
USDA, Room 3860-S
Washington, D.C. 20250
(202) 447-6527

Laurel Dean, 4-H Specialist
2120 University Avenue, 5th Floor
University of California
Berkley, California 94720
(415) 644-4292

Delwyn A. Dyer
Director/Center for Volunteer Development
Virginia Polytechnic Institute
Blacksburg, Virginia 24061
(703) 961-7966

Robert L. Gilliland
Director, 4-H/Youth
New Mexico State University
Drawer 3AE
Las Cruces, New Mexico 88003
(505) 646-3015

Robbins Hopkins
Project Management Associates
8201 Wahly Drive
Bethesda, Maryland 20817
(301) 469-8003

E. J. Lueder
Youth Development Specialist
328 Lowell Hall
610 Langdon Street
Madison, Wisconsin 53703
(608) 262-1536

Thearon T. McKinney
Extension 4-H Specialist
North Carolina State University
Box 7606
Raleigh, North Carolina 27695-7606
(919) 737-2801

Stephen Mullen
Program Leader
4-H Administration
S & E, Extension Service
USDA, Room 3860-S
Washington, D.C. 20250
(202) 447-6527

Mary K. Munson
Extension Specialist/4-H Youth
Suite 1901
302 E. John Street
Champaign, IL 61820
(217) 333-0910

Glenna Gibson Ott
Consultant
1229 Crossroad Court
Norman, Oklahoma 73069

Norma Roberts
Assistant State Agent/4-H & Other Youth
Louisiana State University
Knapp Hall
University Station
Baton Rouge, LA 70803
(504) 388-2196

Ivan H. Scheier, Consultant
Yellowfire Press
1705 14th St., Suite 199
Boulder, CO 80302
(303) 494-7758

Eva Schindler-Rainman, Consultant
c/o University of California Conference Center
Lake Arrowhead, CA 92352
(714) 337-2478

Courtney Schwertz
Extension Specialist, 4-H Youth
Hutcheson Hall/Virginia Tech
Blacksburg, VA 24061
(703) 961-6261

B. Alan Snider
Assistant Director, 4-H Youth Programs
405 Agriculture Administration Bldg.
Pennsylvania State University
University Park, PA 16802
(814) 865-6551

John Sterling
College of Agriculture and Life Sciences
242 Roberts Hall
Cornell University
Ithaca, NY 14850

Sue Vineyard, Consultant
Vineyard Enterprises
1807 Prairie Avenue
Downers Grove, IL 60515
(312) 964-1194

Marlene Wilson, Consultant
Volunteer Management Associates
279 S. Cedar Brook Road
Boulder, CO 80302
(303) 447-0558

YOUTH

YOUTH AS VOLUNTEERS

	Management Framework	Recruitment	Training	Supervision	Recognition	Lifeskills/ Leadership	Evaluation
Step by Step--Management of The Volunteer Program in Agencies AUTHOR: MacBride	X	X	X	X	X		X
Discovering the Meaning of Prevention AUTHOR: Lofquist	X	X				X	
Peer Plus II AUTHOR: Cooperative Extension Service, Michigan State University			X	X		X	
Winning Behavior Skills AUTHOR: Cooperative Extension Service, University of Illinois		X				X	
High School Volunteer Project AUTHOR: VOLUNTEER--The National Center	X		X	X			

YOUTH AS VOLUNTEERS

	Management Framework	Recruitment	Training	Supervision	Recognition	Lifeskills/ Leadership	Evaluation
Experiential Team Building for Student Leaders in Union Activities and Residence Halls AUTHOR: Martin	X		X				
Keys to Making a Volunteer Program Work AUTHOR: Brown	X	X	X	X			
Leaders: Personality and Leadership Style AUTHOR: Owings & Nelson			X	X			
Leadership Training Units for Vocational Youth: A Teacher Manual Designed to Provide Individual and Group Activities for the Development of Leadership Styles AUTHOR: Richardson	X		X				
Volunteers Today--Finding, Training and Working with Them AUTHOR: Naylor	X	X	X				

YOUTH AS VOLUNTEERS

	Management Framework	Recruitment	Training	Supervision	Recognition	Lifeskills/ Leadership	Evaluation
Group Dynamite AUTHOR: Pitrak & Hoopfer		X	X	X		X	
Managing Volunteers for Results AUTHOR: Public Management Institute	X	X	X	X	X		X
4-H Vital--Volunteers Introducing Tomorrow's Adults to Leadership AUTHOR: Cooperative Extension Service, Oklahoma State University	X		X		X	X	

YOUTH - LITERATURE

ACTION, The National Volunteer Agency. (ND). Who needs you? Washington, DC: Author.

A full-color recruitment brochure that provides vignettes and photographs of activities across the country that involve volunteers 14-22 years of age. Information is provided for the potential volunteer to take the initial steps to get started in the program at the local level.

ACTION. (1976). It's your move: Working with student volunteers--A manual for community organizations. Washington, DC: Author. (ERIC ED 156 881)

Aimed at organizations of all sizes and types, this manual is intended to show methods for the most effective use of student volunteers of all ages in programs which will benefit both the vounteer and the community. The appendices contain a planning checklist, forms for evaluation and a volunteer agency agreement.

Bennett, L. M. (1977). An analysis of Valencia Community College's policy response to local community agencies' need for student volunteers. Nova University, Florida. (ERIC ED 145 892)

A study was conducted to evaluate Valencia Community College's success in meeting the community's need for volunteers, and to discover what kinds of students were participating in the student volunteer program. Results indicated that volunteers were liKely to be age 20 or less, female, and sophomores. Student volunteers were like the overall student body in race, program of study, and veteran status. Forty-nine percent of the agencies surveyed felt that there should be more student volunteers.

Buratto, B. (1983). *Think youth: The challenge of youth volunteerism*. Rockville, MD: Project Share.

This document addresses youth volunteerism as a strategy for youth development. It was developed by a sheriff's office that developed a youth volunteer program using a specific philosophy about the needs of young people. The publication outlines these needs and discusses ways in which schools, traditional organizations such as Red Cross and churches, and the community at large can become involved, as well as the young people themselves. Numerous examples are provided.

Conrad, D. & Hedin, D. (ND). *Action learning in Minnesota*. (Center for Youth Development & Research, University of Minnesota, St. Paul, MN).

This is intended as a help for school systems interested in becoming involved in Action learning. It is a program of education that is particularly meaningful to young people.

Ellis, S. J. (1983). *Children as volunteers*. Philadelphia: Energize Associates.

This guidebook is based on interviews with children. It looks at real-life volunteer programs that involve children as volunteers. Ways to modify existing programs to involve children effectively and the legalities and liabilities involved are discussed. Interviews and surveys are appended.

Ellis, S. J. (1983, Summer). Children should be seen and heard: As volunteers. *Voluntary Action Leadership*, 24-28.

This article lists some of the major considerations used in planning for a successful children's volunteer program.

Ellis, S. J. (1985). A response to "youth volunteerism and instrumentality." Journal of Voluntary Action Research, 14(1), 49-50.

This is a discussion of an article by Richard D. Logan that appears in the same issue of this journal. It supports the position that we generally overlook the vital potential of young people as volunteers. This article should be used in conjunction with the article mentioned. (See Logan, R. D.)

Gartner, A., Kohler, M., and Riessman, F. (1971). Children teach children: Learning by teaching. New York: Harper and Row.

This is a report of the processes in youth-teaching-youth projects and the experiences gained from them. This volume describes projects in which young people have been learning through teaching, and it shows how these successful programs have worked.

Gay, K. & Messner, J. (1977). Care and share: Teenagers and volunteerism. New York: Author.

This book focuses on teenage volunteerism. It provides descriptions of programs and records comments from the teens involved. The book looks at some interesting and unusual opportunities available in the area of volunteer work for youth.

Gray, S. T. (1982, July). Managing school volunteers: Eight keys to success. International Conference for Parent/Citizen Involvement, Salt Lake City, UT. (ERIC ED 226 462)

This paper discusses eight principles that characterize effective volunteer programs. It includes: top level support from superintendents and school boards; formal written policy; a manager or coordinator of volunteers; working closely with people; many options for volunteers to choose from; systematic and collaborative planning; promotion through mass media; and evaluation for program improvement.

Hedin, D., Erickson, J., Simon, P., & Walker, J. (1985). Minnesota youth poll: Aspirations, future plans, and expectations of young people in Minnesota. (Minnesota Report AD-MR-2512). St. Paul: University of Minnesota.

This study of the aspirations and expectations of Minnesota high school students is part of ongoing research into the opinions and concerns of teenagers. The special focus of this study was on the differences between young men and young women as they plan for and dream about their future.

In the lead. (1985, February). National 4-H News, 12-13.

A look at 4-H teen leaders and the programs they have planned that are meeting community needs. Ideas are offered in using teen leaders to plan, conduct, and evaluate 4-H programs.

Kenney, M. (1979). A look at senior 4-H participation: 4-H volunteer staff--Intern project report. (National 4-H Council, Chicago, IL).

A report developed to help bring about better understanding of how to motivate senior 4-H'ers to remain in the 4-H program. It addresses developmental stages of youth, how to work with teens, and suggests ways of including youth in leadership positions.

Kielsmeier, J. C. (1981). Leadership for service-learning: The national leadership conference. St. Louis: American Youth Foundation. (ERIC ED 188 897)

This is a report of a 10-day National Leadership Conference to train high school students in leadership for service. Its goal was to sharpen service-learning leadership skills of young people and teachers and to encourage their application to transform and serve society.

Kipps, H. C. (Ed.). (1984). *Community resources directory*. Detroit: Gale Research Company.

An extensive guide to U.S. volunteer organizations and other resource groups, services, training events and courses, and local program models. Covers such management areas as funding, public relations, information and referral, business and industry involvement, leadership development, special volunteer groups, and central recruitment operations.

Kleinfeld, J. & Shinkwin, A. (1983). *Lessons out of school: Boy Scouts, Girl Scouts and 4-H clubs as educational environments*. American Educational Research Association Meeting, Montreal, Quebec. (ERIC ED 232 833)

Researchers interviewed and surveyed the directors, leaders, members, and members' parents of the organizations being studied. All groups served as channels to the adult world by increasing members' contact with responsible, civic-minded, generous, and concerned adults. 4-H provided the most extensive youth-adult network. The groups were also found to socialize the members for adult service organizations and stressed voluntary community responsibility.

Landers, D. H. (1983). The comparative effects of a career decision making program on volunteers. *Dissertation Abstracts International, 44*, 624A.

This study investigated the effects of a career decision making program on volunteering and nonvolunteering secondary students. The findings revealed that there was not a significant difference between the scores of the control and treatment in regard to career decision making. Specific career decision making processes did not make a significant difference on the vocational maturity of secondary students while volunteering did make a significant difference.

Lofquist, W. A. (1983). Discovering the meaning of prevention. Tucson, AZ: AYD Publications.

This book deals with prevention of problems that concern youth through the community development process. The theme is concerned with making prevention practical and specific. It states that the positive approach to prevention can provide immediate results. It gives a concise statement of how to begin and participate in community change to lead to positive youth development. It specifically stresses the need for youth involvement and promotes youth input into the prevention program.

Logan, R. D. (1985). Youth volunteersim & instrumentality: A commentary, rationale, & proposal. Journal of Voluntary Action Research, 14(1), 45-48.

This article discusses voluntary service for youth and offers challenges to those who administer suitable programs. More specifically it addresses the decline in the ability of youth to feel like instrumental beings in the world. (See Ellis, S. J.).

Martin, D., Cherrey, C., & Gawinski, B. (1980). Experiential team building for student leaders in union activities and residence halls. North Texas State University. (ERIC ED 188 027)

This guide offers college or university student union and housing office personnel assistance in developing experiential team building workshops for student leaders. Using the group task directive "to have a successful campout," the workshop components are described: team formation and procedures, goal planning and task clarification, evaluation procedures, personal feeling assessment, and feed back mechanisms.

Miller, R. (1978). A life skills approach to leadership development: 4-H intern project report. (Cooperative Extension Service, Oklahoma State University, Stillwater, OK).

This project looks at leadership development from a life skills perspective. The report addresses the different leadership positions in 4-H from a club president to a leader role and identifies and develops teachable skills that will increase leadership compentency.

Minnesota Office on Volunteer Services. (1984). *Resource library bibliography*, (rev. ed.). (Department of Administration, St. Paul, MN).

This bibliography contains a listing and description of the materials that are available through the Minnesota Office on Volunteer Services Resources Collection. Books in this collection can be checked out by the general public for a period of three weeks.

National Commission on Resources for Youth. (ND). *Resources for youth*. New York: Author.

A newsletter designed to help youth improve their volunteer programs by providing information on seed money sources, youth leadership, innovative programs, relevant publications, and other areas that reflect youth activity in service programs.

National Network of Youth Advisory Boards. (1977). *Organizing a better youth involvement unit*. Miami Beach: Author.

This is an organizational manual for the development of a youth advisory board that provides youth with the opportunity to plan, operate, monitor, and evaluate programs by youth for the benefit of youth. The manual identifies resources and focuses on some specific areas of concern to youth.

No time for mud pies: New roles for children and youth in child advocacy. (1980). Washington, DC: U.S. Commission of the International Year of the Child.

The report is a study by the Children's Advisory Panel. The three areas of major concern discussed are fear and violence, education, and social problems, i.e., drug and alcohol abuse. The conclusion reached is that young people can help themselves solve the problems that they are facing today.

Owlings, J. A. & Nelson, C. L. (1977). FFA leaders: Personality and leadership style. Paper presented at the National Agricultural Education Research Meeting, Atlantic City, NJ.

The purpose of this study was to determine the personality traits held by chapter and state officers in the FFA. The sample consisted of those who attended leadership conferences at the National FFA Center in Alexandria, VA, during the summer of 1976. Specifically, this study has indicated that FFA officers are more often classified as extroverted rather than introverted, sensing rather than intuitive, feeling rather than thinking, and judging rather than perceptive.

Popowski, K. J. (1985, Summer). Youth views on volunteering and service learning from the Chicago Area. The Journal of Volunteer Administration, 34-41.

The purpose of this study was to give insight, from the adolescent's point of view, to the factors and conditions that are important to giving time to others. Findings show that enhancing self-esteem, gaining self respect, and recognition and reward are major motivators of youth. Reasons for not volunteering were lack of time, negative peer pressure, need of money, lack of prestige, recognition or parental support, attitudes of management and adults, and lack of reponsibility.

Potomac Institute. (1980). National youth service: What's at stake?. Committee For the Study of National Service.

This is a discussion of the possibilities of creating a large-scale, voluntary system of National Youth Service. It includes the results, issues, and recommendations of the 1979 Gallup Poll.

Purcell, E. A. & Nagle, T. L. (Eds.). (1981). *Volunteers and older students: Partners for the 80's*. Alexandria, VA: National School Volunteer Program, Inc. (ERIC ED 226 426)

Information on 12 exemplary volunteer programs is gathered in this manual for school officials, teachers, and volunteer coordinators. Included are peer/crossage tutoring, counseling and leadership programs, and career, community and corporate volunteer programs. Accompanying the discussion of each program are several related exhibits including such items as sample planning, reporting, and evaluation forms, questionnaires, recruitment materials, guidelines, and sample letters.

Russell, K. L. (1981). *The how in parliamentary procedure*. Danville, IL: The Interstate Printers.

This book could be used by all individuals who participate in group meetings. Students, class officers, club members, and teachers will find this book to be a valuable guide for the conduct of meetings.

Ryl, E. (ND). *You can surpass yourself: Instill the confidence and desire to succeed*(film). New York: Ramic Productions.

This is a motivational film that strives to remove resistance to new ideas. It stresses that learning can be fun. It also points out that team effort depends upon individual effort.

Ryl, E. (ND). *You pack your own chute*(film). New York: Ramic Productions.

Based on the concept that you control your own destiny, this film strives to teach that you choose your own behavior. Dr. Ryl also suggests that people cling to inappropriate behavior because it is familiar and safe.

Schick, L. H. (1981). *Youth experiencing action*. (Cooperative Extension Service, Michigan State University, East Lansing, MI).

This notebook contains guides that describe steps for undertaking community action projects involving youth. The guides also list potential roadblocks to the activities, variations, and other resources for information.

Schindler-Rainman, E. with Adolph, V. (1981). *Transitioning: Strategies for the volunteer world*. Vancouver, B.C.: Voluntary Action Resource Centre.

This book offers help in recruiting volunteers from emerging populations such as high school/university students. It also looks at how volunteer work can help smooth the transition from one life style to another, e.g., work to retirement.

School volunteer programs: Everything you need to know to start or improve your program (rev. ed.). (1981). Alexandria, VA: National School Volunteer Program, Inc. (ERIC ED 226 447)

Factors affecting successful recruitment and utilization of school volunteers are reviewed in this booklet. It includes such activities as assessing needs, establishing an advisory committee, developing program goals, selecting an organizational structure, reviewing relevant regulations, recruiting, planning, and evaluating the program.

Scott, E. A. (1984). Establishing a student committee to welcome incoming students. *NAAP Bulletin, 68*(475), 78-82.

This manual outlines a successful high school orientation program using volunteer upperclass students to acclimate new students. May have implications for youth serving as volunteers in 4-H.

Sheleff, L. (1982). *Generations apart*. New York: McGraw-Hill.

This book deals with two major themes. The first theme deals with parental and adult hostility toward the young. The secondary theme is a critical analysis of the work and influence of Sigmund Freud. The author challenges Freud's Oedipus complex insofar as it touches on generational conflict. His approach, while acknowledging Freud for his impact on society, suggests that a major aspect of Freud's work gained acceptance partly because it answers to the biases many adults have against the young.

Sometimes a bike isn't enough. (1983). Gettsburg, PA: Gettysburg College.

These materials provide an overview of a program that matches college students with youth who lack opportunties for meaningful interaction with adults. The material covers program operations, the volunteer, and how others in the community can help with the program. Sample forms used with the program are included.

Soo, D. (1981). Youth as volunteers. *Voluntary Action News*, *26*, 1-3.

This article addresses the idea that youth are motivated in volunteer work by intrinsic rewards, recognition, belief in a cause, and the desire to test their own value systems. Thought is given to the fact that it is necessary to ensure that volunteer activities have characteristics that appeal to youth. These characteristics are defined and discussed. Suggestions are offered concering the most likely sources for recruiting youth volunteers.

Steele, S. M. and others. (ND). *Partners in action -- Implications of volunteersim in extension, a national impact study*. Madison, WI: University of Wisconsin.

This is a report of phase one results of a national impact study examining the involvement of volunteers in extension. Specific sections include value of extension work with volunteers, how agents and volunteers work together, feelings of agents about working with volunteers, and similarites and differences by counties and regions. Charts and graphs are used in data analysis.

Student National Education Association. (ND). *Student impact*. Washington, DC: Author.

This periodical functions as the student voice in higher education as well as a forum for students advocating early involvement in human relations, leadership training and other programs that will serve to complement the educational curriculum.

Teen volunteer program manual. (1978). Voluntary Action Center: Worcester, MA.

This manual provides an overview of Teen Volunteers in Action, the youth arm of a local VAC. Responsibilities and interaction of the director of the program, the faculty advisor, and the VAC are discussed. Recruiting and interviewing guidelines are outlined.

The Carroll Press. (1982). *The experienced hand: A student manual for making the most of an internship*. Cranston, RI: Author.

This handbook is for students who need hands on experience to determine their career goals. A general discussion of internships and steps for finding the right internship and making it work are included. An appendix has worksheets, sample letters, contracts, problem solving models and other tools.

Tierce, J. W. (1982). *The role of the secondary school volunteer as perceived by school volunteer coordinators.*. Unpublished doctoral dissertation. Texas A&M University, College Station.

The study deals with school volunteer coordinators. The literature review also has implications for middle management in 4-H since many of the concepts are similar. Specific topics are historical perspectives, organizational relationships, relation to societal problems, and the foundation of school volunteerism.

Treat, K., et. al. (1975). *Competencies needed by 4-H volunteers for the use of incentives: Incentives in 4-H monograph series*. Raleigh: North Carolina State University. (ERIC ED 114 667)

The concern of the study was to formulate a statement of compentencies that would aid a volunteer 4-H leader in his/her effectiveness in the use of incentives when working with youth.

United Way of America. (1983). *Youth and voluntarism.* Alexandria, VA: Author.

This publication is an overview of the recommendations and findings of United Way's "Long Range Strategic Planning Subcommittee on Youth and Volunteerism." Examples of youth programs at local United Ways are included.

Wasson, L. E. (Ed.). (1978). *Experiential education: A primer on programs.* Columbus: Ohio State University. (ERIC ED 171 988)

This primer provides resources for individuals seeking exemplary programs and effective policy in the field of experiential education. A section on supervised volunteer work is included.

Wendell, H. V. (1977). *Career education: The role of school-related youth groups and voluntary organizations.* Columbus: Ohio State University. (ERIC ED 149 178)

The purposes and activities of existing youth groups and voluntary organizations are reviewed in this information analysis paper to determine relationships to career education. It is addressed to youth group and voluntary organization leaders and sponsors, school administrators and state department vocational education personnel. The paper also identifies areas which need youth group or volunteer participation and outlines strategies for fulfilling these needs.

Werneken, J. (1980). *Guidelines for projects in community service: A college-credit course in volunteer, off-campus community work, career exploration, on-the-job experience.* Dubuque, IA: Kendall-Hunt Publishing Co. (ERIC ED 214 551)

This two-part booklet provides guidelines for students and agencies involved in Projects in Community Service. Part one offers guidelines for students who wish to participate in a volunteer program in a community agency while exploring a possible career. Part two is a guide to help agencies in organizing student volunteer programs and utilizing student aid effectively.

Williams, R. T. & Best, M. (1976). *Adopt-a-friend: Guide for members, parents and leaders*. (Cooperative Extension Service, University of Wisconsin, Madison, WI).

The adopt-a-friend project is designed to bring together persons having special needs and concerned youth desiring to be of help. These special needs can be social, emotional, and physical needs of the ill, mentally or physically handicapped, lonely, or elderly.

Wright, W. D. (Ed.). (1979). *The Washington district school volunteer program*. Phoenix, AZ: Washington School District. (ERIC ED 216 789)

The booklet lists six steps for planning, organizing, implementing, and evaluating a program for school volunteers. Included is information on (1) starting such a program; (2) determining the needs of the volunteer program; (3) recruiting school volunteers; (4) organizing an orientation meeting for all school volunteers; (5) orienting teachers to volunteers; and (6) evaluating the program.

Youth involvement: Challenge for communities. (1980). Madison, WI: Madision Clearinghouse.

This guide was developed to enable communities to examine youth involvement in service to the community. It also examines ways leaders can work with youth to resolve problems and gain the maximum benefit from a community youth partnership.

Zeldin, D. (1980). Mobilization of young volunteers in Britain: Alternative version. *Journal of Voluntary Action Research, 9*(1-4), 109-118.

The paper examines two important traditions of voluntarism: one rooted in the "idea of service", and the other in the "idea of solidarity." A brief discussion of the development of two British young volunteer agencies serves to illustrate the argument.

YOUTH - TRAINING MATERIALS

B'nai B'rith Youth Organization. (ND). IDEAS for action -- "There ought to be a program". (Washington, DC: Author).

This is a planning manual that details program development steps for use by those having trouble getting started. Topics covered include publicity, fund raising, resource people, and evaluation. Check lists and other aids are included to facilitate the learning process.

Caskey, F. & Carlson, W. (1980). 4-H club leader's handbook. (Agricultural Extension Service, University of Minnesota, St. Paul).

This handbook contains basic resource material for use by 4-H volunteer leaders. It is broken into modules each discussing a specific topic, i.e. organization and job descriptions.

Four H leadership role description: 4-H member's guide. (ND). (Cooperative Extension Service, Oklahoma State University, Stillwater).

A group of one-sheet leadership training materials to be used by 4-H'ers in the leadership project. Each sheet consists of a brief description of a leadership role, its duties and responsibilities and a job agreement to be filled out by the member. The roles discussed in these training materials are president; project leader; activity leader; committee member; committee chairperson; and organizational leader.

Godke, M. S. & Munson, M. K. (1985, August). Leadership skills you never outgrow, leadership project book I. (Cooperative Extension Service, University of Illinois, Urbana-Champaign).

This is a project manual to teach young people, 9-11 years old, leadership life skills. Life skill areas teach the following: understanding self, communication, getting along with others, learning ways to learn by asking questions, making decisions, time management, and working with others.

Groff, J. M. (ND). *"I've gotta be me." Curriculum guide for 13-19 year olds*. (Cooperative Extension Service, North Carolina State University, Raleigh, NC.)

This guide is composed of nine thirty-minute lesson plans for use with youth groups. Materials are for developing self concept and improving self esteem. The lessons are experiential and based on a tested theoretical perspective for improving self esteem.

Harris, J. and Lewis, R. B. (1974, August). *Youth program planning: An exemplary model*. (Cooperative Extension Service, Pennsylvania State University, University Park).

This is a publication that provides a theoretical outline for 4-H youth program planning. Program review and evaluation is stressed as a vital link in program planning. The conclusion reached is that effective planning and review coupled together can provide insight into future program needs and allow agents to plan programs that will meet those needs.

High school student program. (1980). (Voluntary Action Center: Fairless Hills, PA).

This is a teen training program developed to discuss the strong relationship between volunteer and paid positions. It brings together labor, volunteers, and other experts to help the teens develop job skills in both volunteers and paid postions.

It's your move. (ND). (Voluntary Action Resource Center, Vancouver, B. C.).

This manual will help those considering the use of student volunteers and those already using volunteers in developing programs. The contents examine the nature, roles, and attributes of student volunteers. It suggests ways to assess needs, develop programs, motivate and train staff, and evaluate student volunteer programs.

Knapp, S., & Munson, M. K. (1982, August). *Managing 4-H: A handbook for Illinois extension advisors*. (Cooperative Extension Service, University of Illinois, Urbana-Champaign).

This is a notebook containing resource materials for advisers working with 4-H youth programs. The modules included are: (1) managing volunteers, (2) program planning, and (3) developing curriculum.

Leadership in groups and organizations. (1984, April). (Virginia Polytechnic Institute & State University, Blacksburg).

A correspondence course to provide practical information about leadership/leadership styles, meeting organization/management, motivation and communication theory/communication skills.

Learning to use incentives: A guide for helping volunteers. (1976). (The National 4-H Council, Washington, D.C.).

This handbook is for extension youth staff members who will be teaching volunteers to utilize incentives more effectively in working with young people. It emphasizes informal youth education and specifically deals with the use of incentives and competition and cooperation as teaching strategies to foster human development.

Norman, M. & Munson, M. K. (1985, August). *Leadership skills you never outgrow: Leadership project book II, level I & II*. (Cooperative Extension Service, University of Illinois, Urbana-Champaign).

These two project manuals are to help youth build leadership skills. Explanations of leadership life skills are included. This project is divided into three skill levels with activities at each level for members to complete. Activities are to be completed in consecutive order as they progress from basic to more advanced skills. For youth ages 12-19.

North Carolina 4-H volunteer leadership task force. (ND). "Youth connections" Curriculum guide for 12-19 year olds. (Cooperative Extension Service, North Carolina State University, Raleigh, NC.)

This guide contains a series of lesson plans for teaching youth to assume leadership roles in 4-H clubs. All lessons are experiential and deal with the topics of selected leadership life skills.

Passport to Leadership. (ND). (Cooperative Extension Service, University of Wisconsin, Madison).

A multi-media series of materials with each unit being independent of the other. Offers "what a leader of youth needs to know and do" to work effectively with youth. Titles of the units are: purpose of youth programs; growth and development; values; arranging for learning; working with youth; designing learning experiences; and using community resources. It consists of audio-visual (color cartooned) and printed materials and can be bought in a series or separately.

Peer-Plus II. (1984). (Cooperative Extension Service, Michigan State University, East Lansing).

This notebook is designed to improve interpersonal communication skills in youths and adults. Nine modules and two training guides are included. The modules are introductions; the self and others; listening; receiving and sending messages; decision making; trusting; stress management; values; and contracts and journals.

Pitrak, P. and Hoopfer, L. (1984). Group dynamite. (Cooperative Extension Service, Michigan State University, East Lansing).

A program designed to teach group process skills to youth and adults. Leadership skills and dynamics are a focus of the programs experiential learning concept. The major concepts and skills are divided into individual modules of instruction. Modules include problem-solving, decision-making, and personal management in a group setting.

Richardson, W. B., et. al. (1976). *Leadership training units for vocational youth: A teacher manual*. Lafayette: Purdue University. (ERIC ED 187 895)

This manual contains thirteen leadership training units. Each unit contains three parts. The introductory part is the Self Instructional Guide, which contains the introduction, objectives, instructional activities, and a self-quiz. The second part of each unit is the Group Instructional Guide, which is designed to facilitate group activities. The third part, the Procedures for Individual Projects, contains individualized projects designed to relate instruction to real life.

Smith, C. & Johnson, B. (1981). *County 4-H and youth council handbook*. (Cooperative Extension Service, University of Illinois, Urbana).

This is a handbook to help 4-H council members and extension staff develop, organize and maintain an advisory council. The major areas are purpose of a council; organization of a council; council member responsibility; and officer and committee responsibility.

Smith, J. L. (ND). *Developing junior leadership in 4-H*. (Cooperative Extension Service, Auburn University, Auburn).

This training material explains the 4-H Junior Leader program. The topics covered are junior leader requirements; types of leaders; rewards for participating in junior leaders program; job responsibilities; and program planning.

Teen Leader, a guide for leadership: Leader's guide. (ND). (Cooperative Extension Service, University of Kentucky, Lexington).

This is a manual for teen leaders. It explains leadership and the purpose, objectives and qualifications of a teen leader. Information is also provided on understanding pre-teens, communication and developing a leadership plan.

Teen leader, a guide for leadership: Agent's guide. (ND). (Cooperative Extension Service, University of Kentucky, Lexington).

This is a guide to help the extension agent establish a teen leader program. Areas for training teen leaders are discussed: leadership, working with young people, and communication with the pre-teen.

Training student volunteers. (1973). Alexandria, VA: National Student Volunteer Program.

This manual is designed to help student volunteer leaders and others plan/conduct training activities for student volunteers. It uses a seven-step process that asseses needs; establishes general learning objectives; establishes definite learning objectives; sets a climate for learning; agrees on goals for learning; conducts learning events; and evaluates accomplishments.

Volunteer: The national center. (ND). High school volunteer project. (Arlington, VA: Author).

This project produced a full set of comprehensive materials for implementing a volunteer program of youth. Included is a handbook, curriculum materials covering nine units, evaluation materials, student resources for special people, tutoring, working with the elderly and young children and.a book entitled By the People: Exploring Careers Through Volunteerism, offers crossover use for 4-H.

Volunteers! Color/Sound Show Series. (1983). (Four-one-one: Annandale, VA).

This is a filmstrip or slide set of the "The Coloring Book." The narration alternates between a man and a woman to maintain the interest of both boys and girls. A Leader's Guide is included with each show.

Volunteers! Learning/Coloring book. (ND). (National 4-H Council, Washington, DC).

This guide is designed for the 4-H volunteer leader. It aids in preparation of a written record of life experiences and skills. Part I offers a rationale; Part II discusses conventional and functional types; and Part III, the Appendix, includes a variety of samples, worksheets and a bibliography.

Volunteers! The Board Game. (1983). (Four-one-one: Annandale, VA).

This game is designed to enable participants to become a community which tries to put together all the components of a good volunteer program. The game has built-in pitfalls which can lead to the loss of the program if not overcome.

Volunteers! The coloring book. (1983). (Four-one-one: Annandale, VA).

This tool is designed to combine a recreational activity with an introduction to the world of volunteerism. This book contains pictures drawn from real-life situations depicting adult and teen volunteers in situations that may be familiar to young children.

Winning behavior skills. (1977).2 (Cooperative Extension Service, University of Illinois, Urbana-Champaign).

WBS contains seven learning modules developed around the winner-loser framework. Its major goals are to increase self-understanding and improve self image; develop insights into behaviors which facilitate positive social interaction and which facilitate or limit personal development; and develop behavior skills which will increase their personal effectiveness in interpersonal relationships and lead to successful goal accomplishment.

RESOURCE PERSONS
Youth

Randy Anderson
Department of Recreation and Leisure Studies
California State University
Long Beach, CA 90840
(213) 498-4071

Joe Angello
United Way of Chicago
72 West Adams Street
Chicago, IL 60603
(312) 263-1756

Dan Blackledge
Consultant
5077 West Mt. Morris Road
Mt. Morris, MI 48458
(313) 687-7528

Milton Boyce
Assistant Deputy Administrator
S & E, Extension Service
USDA, Room 3860-S
Washington, D.C. 20250
(202) 447-6527

Winifred Brown
Mayor's VAC of New York City
61 Chambers Street
New York, NY 10007

Patricia C. Dunn
Rutgers University Graduate School of Social Work
Tillett Hall, Livingston Campus
New Brunswick, NJ 08903
(201) 932-2688

Delwyn A. Dyer
Director/Center for Volunteer Development
Virginia Polytechnic Institute
Blacksburg, VA 24061
(703) 961-7966

Susan B. Ellis, Consultant
Energize Associates
Lobby A
5450 Wissahickon Avenue
Philadelphia, PA 19144
(215) 438-8342

Carol Ginsburg
Youth Participation Project of the
Nassau County Youth Board
222 Willis Avenue
Mineola, NY 11501
(516) 535-3868

Jacob Haber
Volunteer Coordinator's Seminars
University of Delaware, Wilcastle Center
2800 Pennsylvania Avenue
Wilmington, DE 19806
(302) 738-8155

Shirley Hastings
4-H Youth Development Specialist
P. O. Box 5406
Mississippi State, MS 39762
(601) 325-3350

Leah Hoopfer
Program Leader, 4-H
Michigan State University
6H Berkey Hall
East Lansing, MI 48824-1111
(517) 355-0180

Harriet Kipps, Consultant
411-Clearinghouse on Volunteerism
7304 Beverly Street
Annondale, VA 22003
(703) 354-6270

William (Bill) A. Lofquist
Director
Associates for Youth Development
P. O. Box 36748
Tucson, AZ 85740
(602) 297-1056

Merl E. Miller
Assistant Director, 4-H/Youth
University of Maryland
2126 Symons Hall
College Park, MD 20742
(301) 454-5884

Elizabeth Pawlson
American University
Division of Continuing Education
McKinley Building
Washington, DC 20016
(202) 686-5150

Phyllis Proppe
Volunteer Bureau of Greater Portland
718 West Burnside
Portland, OR 97209
(503) 222-1355

Janet R. Richards
410 Keller Conference Center
Pennsylvania State University
University Park, PA 16802
(215) 357-7959

Ira Sachnoff
Peer Resource Center
1512 Golden Gate Avenue #12
San Francisco, CA 94115
(415) 346-5142

Charles Sappington
State Leader, 4-H Youth Development
P. O. Box 5406
Mississippi State, MS 39762
(601) 325-3350

Ivan Scheier, Consultant
1705 14th Street, Suite 199
Yellowfire Press
Boulder, CO 80302
(303) 494-7758

Eva Schindler-Rainman, Consultant
c/o University of California Conference Center
Lake Arrowhead, CA 92352
(714) 337-2478

Thomas Schneider
Extension 4-H Agent
Oakland County Cooperative Extension Service
1200 North Telegraph Road
Pontiac, MI 48053
(313) 858-0889

Kathlyn Thorp, Consultant
Positive Youth Development Initiative, Inc.
30 W. Mifflin Street, Suite 1010
Madison, WI 53703
(608) 255-6351

Sue Vineyard, Consultant
Vineyard Enterprises
1807 Prairie Avenue
Downers Grove, IL 60515
(312) 964-1194

Julie Washburn
Volunteer Service Center
1900 North Mills Drive
Orlando, FL 32803
(305) 896-0945

Gerry Westwood
Assistant Director, 4-H Youth Programs
University of Missouri
Cooperative Extension Service
212 Whitten Hall
Columbia, MO 65211
(314) 882-4319

Marlene Wilson
Volunteer Management Associates
279 S. Cedar Brook Road
Boulder, CO 80302
(303) 447-0558

PUBLICATIONS AND RESOURCE GROUPS

PUBLICATIONS

Extension Review
The Editor
Extension Service, Room 3428-S, USDA
Washington, D.C. 20250
(202) 447-4651

4-H Leader (formerly National 4-H News)
4-H Leader
7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 656-9000

Journal of Extension
Journal of Extension
805 Extension Building
432 North Lake Street
Madison, WI 53706
(608) 262-1974

The Journal of Voluntary Action Research
Association of Voluntary Action Scholars
The Pennsylvania State University
S-203 Henderson Human Development Building
University Park, PA 16802

The Journal of Volunteer Administration
Association for Volunteer Administration
P. O. Box 4584
Boulder, CO 80306
(303) 497-0238

Kappan
Phi Delta Kappan
Eighth and Union
P. O. Box 789
Bloomington, IN 47402
(812) 339-1156

New Designs
Associates for Youth Development, Inc.
P. O. Box 36748
Tucson, AZ 85740
(602) 297-1056

News and Views
National Association of Extension 4-H Agents
7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 656-9000

Synergist
Synergist
1214 Sixteenth Street, NW
Washington, DC 20525

Voluntary Action Leadership
Volunteer: The National Center
1111 North 19th Street, Suite 500
Arlington, VA 22209
(703) 276-0542

The Volunteer Monitor
The Volunteer Monitor
1705 14th Street
Suite 199
Boulder, CO 80302
(303) 494-7758

RESOURCE GROUPS

Action: The National Volunteer Agency
1214 Sixteenth Street, N.W.
Washington, DC 20525
(800) 424-8580

This federal agency is charged with demonstrating the value of volunteers in helping to solve community problems. Through grants it assists with local projects of national emphasis. It publishes Synergist three times a year which describes student volunteer projects as well as resource material. This is broadly applicable to developing volunteer projects. An office is located in each state.

Alabama Office of Voluntary Citizen Participation (AOVCP).
Industrial Relations Building
649 Monroe Street, Suite 522
Montgomery, AL 36130

This state office of volunteerism publishes a bibliography of their library resources, The Source Update. Most of the resource materials are available from the state library; others from the AOVCP Resource Center.

Associates for Youth Development, Inc.
P. O. Box 36748
Tucson, AZ 85740
(602) 297-1056

AYD's proclaimed purpose is to help human service organizations, units of government, and community groups expand and enrich their thinking, commitments, and actions in the interest of positive youth development. Publishes New Designs for Youth Development six times a year. The value of youth participation in developing youth is stressed.

Association of Voluntary Action Scholars
The Pennsylvania State University
S-203 Henderson Human Development Building
University Park, PA 16802

This is a network for persons interested in the study and practice of philanthropy, volunteering, voluntary association, self help, and citizen participation. Services include presenting conferences, forums, workshops, and symposia. The Association publishes The Journal of Voluntary Action Research and Citizen Participation Abstracts.

Association for Volunteer Administration
P. O. Box 4584
Boulder, CO 80306
(303) 497-0238

This association is for the promotion of Volunteer Administration as a profession. It offers professional certification programs that award CVA (Certified in Volunteer Administration) certificates. It publishes The Journal of Volunteer Administration, a quarterly which offers articles with insight to current issues confronting the volunteer administrator.

Center for Volunteer Development
207 W. Roanoke
VPI & SU
Blacksburg, VA 24061
(703) 961-7966

A resource center located at VPI & SU, Blacksburg, Virginia that houses materials relating to the area of volunteerism. The Center is partially supported by the W. K. Kellogg Foundation of Battle Creek, Michigan. The Center publishes a newsletter and provides training and consultation. The staff reviews, catalogs and maintains pertinent materials in all areas of volunteerism.

Center for Youth Development and Research
386 McNeal Hall
1985 Buford Avenue
University of Minnesota
St. Paul, MN 55108
(612) 376-7224

A resource and knowledge center that seeks to contribute to knowledge and promotion of healthy youth development through training, research and community outreach with a wide variety of adult and young people who reflect the socioeconomic and cultural diversities of Minnesota, the Nation and the World. Youth development through volunteerism is an area addressed. Dr. Jerome Beaker is Director.

Family Community Leadership
Regional Office
Western Rural Development Center
Oregon State University
Corvallis, OR 97331
(503) 754-3621

This is an organized group of individuals from states in the Western Region who have interest and capabilities in the area of community leadership. This project is being coordinated by the Western Rural Development Center located at Oregon State University and is supported by the W. K. Kellogg Foundation. This group of individuals is developing and preparing outstanding materials relating to leadership. Volunteerism is one area being developed.

411-Clearinghouse on Volunteerism
7304 Beverly Street
Annandale, VA 22003
(703) 354-6270

Under the direction of Harriet Kipps, this center offers consulting services for volunteer leaders in planning, improving, or expanding volunteer programs. It was responsible for developing the Community Resource Directory.

Independent Sector
1828 L Street, NW
Washington, DC 20036
(202) 659-4007

This association serves as a meeting ground for the diverse elements of the independent sector to learn to improve the effectiveness and performance of volunteering and not-for-profit initiative. It administers specific programs in public education, communication, research, non-profit operations and management, and government relations.

Minnesota Office on Volunteer Services (M.O.V.S.).
500 Rice Street
St. Paul, MN 55155
(612) 296-4731

This office encourages the effective coordination of voluntary action in Minnesota. It provides statewide leadership and supportive services to volunteer leaders. M.O.V.S. Bibliography on Volunteerism, which lists resources available through their extensive library, is a product of this group. Outside consulting work is available.

National School Volunteer Program
701 North Fairfax Street, Suite 320
Alexandria, VA 22314
(703) 836-4880

This program exists to improve, strengthen, and provide leadership for school volunteer programs. It develops training material and programs for school volunteers. It publishes The Volunteer in Education, a monthly newsletter.

Public Management Institute
358 Brannan Street
San Francisco, CA 94107
(415) 896-1900

The Institute provides excellent books, manuals, and training materials relating to the nonprofit sector. Training seminars and consultation from experts knowledgeable in the field of volunteerism and nonprofit management may be scheduled.

NC Rural Development Center
Iowa State University
216 E. Hall
Aimes, IA 50010

NE Rural Development Center
104 Weaver Building
Penn State University
University Park, PA 16802

Southern Rural Development Center
Mississippi State University
Box 5406
Mississippi State, MS 39762

Western Rural Development Center
Oregon State University
315 Extension Hall
Corvallis, OR 97331

These Rural Development Centers are funded and supported by Cooperative State Research Service (CSRS), ES-USDA and states. These Centers act as a "resource center" for research and Extension activities that focus on community and rural development.

State Offices of Volunteerism
Contact the governors office

Most, if not all, states have an office on volunteerism through the governor's office. Localized help can be obtained from these offices. Two previous entries, Alabama and Minnesota, are excellent examples.

Voluntary Action Resource Centre
1615 West 8th Avenue
Vancouver, B.C., Canada V6J1T6
(604) 731-6168

This resource center offers consulting services and expertise in support of volunteers. The center publishes a quarterly newsletter on topics of interest to volunteers, board members, and others in the volunteer sector. It offers publications for sale.

Volunteer Management Associates
279 South Cedar Brook Road
Boulder, CO 80302
(303) 447-0558

Founded by Marlene Wilson, this center offers workshops and conferences of all types for non-profit organizations. Several video tapes for management training are available for preview, rent, or sale.

Volunteer: The National Center
1111 North 19th Street, Suite 500
Arlington, VA 22209
(703) 276-0542

This national center is designed to encourage more Americans to volunteer. It publishes Voluntary Action Leadership, a quarterly dealing with topics in the field of volunteerism by oganizations and leaders in the field. Volunteer Readership, a catalog of publications that are available from the Center is published yearly.

APPENDIX

MCES

MISSISSIPPI COOPERATIVE EXTENSION SERVICE

Mississippi State University, United States Department of Agriculture, Counties Cooperating

P. O. Drawer AV
Mississippi State, MS 39762

TO: State 4-H Specialist, Volunteer Leadership Development
State Community Resource Development Leader
State Home Economics Leader
State Staff Development Leader

From: Charles W Sappington Charles W. Sappington
State Leader, 4-H Youth Development

Danny L. Cheatham Danny L. Cheatham
Staff Assistant/Project Director

As a part of a grant to the National 4-H Council from the W. K. Kellogg Foundation, Mississippi Cooperative Extension Service has been commissioned to develop an annotated bibliography of selected information pertaining to training materials, audio visuals, current literature, computer software, applied research, and methods and techniques related to volunteer development. We are particularly interested in materials that relate directly to:

1) Volunteers who manage other volunteers;
2) Volunteers serving on boards, advisory groups and committees; and
3) Volunteers who are youth.

We are asking for your help in identifying materials that have been particularly useful to you in these three areas of volunteerism and volunteer management. We are also interested in the identification of research which you cite in your training programs.

We are not asking you to identify all the material you know or use with volunteers, just that which is most useful to you. This includes resources and research from your state, items you have borrowed from other states, and material you have secured from sources outside Extension. If some of your most useful materials are mimeographed, please list them also.

Attached are two copies of the form for replying. Please use one and share the other, if appropriate, with another staff member in your unit who has volunteer development responsibility, i.e. adult volunteers and youth volunteers.

Please take 30 minutes during the next few days to reply. Thank you for your help.

cc: Director
State 4-H Leader

Mississippi State University does not discriminate on grounds of race, color, religion, national origin, sex, age, or handicap.

MCES

MISSISSIPPI COOPERATIVE EXTENSION SERVICE

Mississippi State ersity, United States Department of Agriculture, Counties Cooperating

P. O. Drawer AV
Mississippi State, MS 39762

TO: Administrator, 1890 Extension

From: Charles Sappington Charles W. Sappington
State Leader, 4-H Youth Development

Danny L. Cheatham Danny L. Cheatham
Staff Assistant/Project Director

As a part of a grant to the National 4-H Council from the W. K. Kellogg Foundation, Mississippi Cooperative Extension Service has been commissioned to develop an annotated bibliography of selected information pertaining to training materials, audio visuals, current literature, computer software, applied research, and methods and techniques related to volunteer development. We are particularly interested in materials that relate directly to:

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A similar letter and questionnaire has been mailed to the appropriate staff at the 1862 university. We are sending you two copies of the questionnaire and ask that you route these to the appropriate individuals.

Due to our short time frame, we need your assistance in getting these questionnaires returned promply. Thank you in advance for your help.

cc: Director
State 4-H Leader

Mississippi State University does not discriminate on grounds of race, color, religion, national origin, sex, age, or handicap.

RESOURCES FOR VOLUNTEER DEVELOPMENT

Name ____________________

Title/State ________________

DIRECTIONS: USE ANY OR ALL OF THE FOLLOWING WAYS TO REPORT MATERIAL:

-If possible, please send us a copy of useful items and list them in number 1.a.
-For those items of which you cannot share a copy, either write a short annotation describing the items and list the publishing data in 1.b. OR
-List in 1.c. the items for which you have copied the title page and publishing data for us to retrieve and annotate.
-List in number 2. the names and addresses of people and/or organizations that are important resources.

If you prefer, you may call Ms. Jacque Tisdale at (601) 325-3326.

1.a. Titles of books, pamphlets, manuals, research papers, journal articles, video programs or visual materials of which you are sending a copy. (List title and include copy of materials).

1.b. Titles and publishing data of books, pamphlets, manuals, research papers, journal articles, video programs or other visual materials of which you cannot send a copy but have written a short annotation. (List title and include annotation).

BEST COPY AVAILABLE

1.c. Titles of books, pamphlets, manuals, research papers, journal articles, or other items of which you have copied the title page and publishing data for us to retrieve and annotate. (List title and include title page).

2. Names and addresses of resource people and organizations whose expertise has been particularly helpful to you and your program.

BEST COPY AVAILABLE